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CONVERSATIONAL HINDI-URDU. VOLUME 1, PART 1.

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THIS DOCUMENT IS VOLUME 1, PART 1 OF A TWO-VOLUME TEXT
IN BASIC CONVERSATIONAL HINDI-URDU. TWO UNITS OF STUDY, EACH
SUBDIVIDED INTO THREE CONVERSATIONS WITH ATTENDANT
PRONUNCIATION AND GRAMMAR DRILLS ARE PROVIDED. CONVERSATION
AND DRILL TECHNIQUES ARE COMBINED WITH COLOR SLIDE SEQUENCES
PHOTOGRAPHED IN APPROPRIATE NATIVE LOCALES. THE ATTEMPT HERE
IS TO ENHANCE THE LANGUAGE-LEARNING OF THE STUDENT BY
REFERENCING SOCIAL, SITUATIONAL, AND LOCATIONAL CONTEXTS IN
WHICH THE LANGUAGE IS ACTUALLY USED. (REFER TO ED 010 448 AND
ED 010 449 FOR ADDITIONAL INFORMATION.) (JH)

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CONVERSATIONAL HINDI-URDU

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1962

PREFACE

In foreign language learning it is too often overlooked that language is a part of culture, and that linguistic patterns convey important information about the modes of thought and way of life of the people who use the language. To teach these patterns without reference to the locale and the social context in which they are used is to neglect an important aspect of their meaning and a useful tool of area instruction. This is especially true for a country such as India, where the surroundings are so unfamiliar that the student cannot easily visualize them. To teach a student Hindi without reference to the contexts in which it is actually used is to make him less able to use it effectively when he arrives in India.

This book attempts to remove this deficiency by combining the conversation and drill techniques of a spoken language course with color slide sequences photographed in India. As he hears the language spoken, the student simultaneously observes the social situations and localities in which the encounters on which the conversations in this book are based take place. He also learns something about the social significance of dress, gestures, and other aspects of communication. The Introduction, which deals specifically with the history of the language as an aid to understanding modern usage and describes its function in North Indian society, is intended to be read as a prelude to the course.

So large an undertaking must inevitably be a group effort requiring the cooperation of a number of specialists. The project arose from discussions between the senior author and Laurence Van Mourick, Jr., of the International Communications Foundation of Beverly Hills, California. Work was conducted in two phases. The first phase was carried out entirely in India in the spring of 1960 by a field team consisting of the senior author as director, Wallace P. MacGilliard and Vijay Shankar, photographers for the International Communications Foundation, and Surendra Kulsheshtra and Dr. Amar Bahadur Singh, linguists. During this phase, preliminary drafts of the conversations were prepared and photographs of the encounters were taken on location. The second phase was conducted at the University of California, Berkeley from 1960 to 1962 by the South Asian Languages project of the Center for South Asia Studies, Institute of International Studies. During this phase, conversational texts were put into their final form, photographic sequences selected, grammatical information and drills prepared. Preliminary versions of the text materials were tested at the University of California,

Berkeley; at the University of Chicago and at the University of Minnesota.

Miss June Rumery served as the principal research associate and took a major part in bringing the text to its present form. She is largely responsible for the pronunciation and grammar drills in Volume I, which make up the bulk of the text. C. M. Naim and Dr. Amar Bahadur Singh assisted in writing the conversations and contributed materially to the linguistic analysis. Shirley Silver advised on pronunciation and grammar drill techniques, and Dr. Singh also wrote the major portion of the review materials. Others who helped materially include: Vinod Agarwal, Abdul Azim, Pushpa Gupta, Usha Jain, Joanna Kirkpatrick, Lakshmi Narayan, Claude G. Nelson, Hikmet Sebuktikin, James M. Stone, Marianne Ulene, and Myrsam Wicksman. Karin Beros prepared the final manuscript version.

The final responsibility for the conception and design of the volume and for its implementation in the text rests solely with the senior author. Research on the social function of modern Hindi which provided the background for the text was carried out under a grant from the Rockefeller Foundation. Thanks are due to countless individuals, both here and in India, who assisted in one way or another, particularly to the Ministry of Culture and Scientific Affairs, Government of India. Dr. William Bright, Mr. Colin Masica and Dr. H. A. Gleason commented on earlier versions of the text. And, finally, a word of thanks to the students who bore patiently with our experimentation and who, by their comments and other aid, helped write this book.

--John J. Gumperz
August 1962

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INTRODUCTION: PART I

Hindi-Urdu is the most widespread of the many languages of the South Asian subcontinent. It is spoken in the greater part of North India, in the states of Delhi, Uttar Pradesh, Rajasthan, Madhya Pradesh, Bihar and in parts of East Punjab, as well as in large North and Central Indian cities such as Bombay, Calcutta and Ahmedabad; and in Karachi and Lahore in West Pakistan. Statistics show between 150 and 200 million speakers, thus making it one of the major languages of the world. But in none of the areas where Hindi-Urdu is spoken is it the only medium of communication.

This paradoxical fact introduces us to a linguistic situation different from anything familiar to Americans. In our own society, English is the sole medium of daily communication for the overwhelming majority of the population. We use it at home, in informal gatherings with friends, at work, in school, and, with minor stylistic modifications, in government offices, in the courtroom and on the speaker's platform. This is rarely the case in India, where most speakers of Hindi-Urdu are bi- or multi-lingual. The conversational Hindi-Urdu taught in this text is only one of the several languages and dialects which most Indians are required to use in the course of their lives.

The extent to which Hindi-Urdu is employed varies from region to region and from person to person. Villagers in the rural sectors speak local dialects, which may be as different from Hindi-Urdu as French is from Spanish. They use Hindi-Urdu primarily in school or when visiting the city or talking with government officials. Although for census purposes they may list themselves as speakers of Hindi or Urdu, their control of the language is often far from perfect. In the large metropolitan centers like Bombay and Calcutta, whose populations are drawn from all parts of the subcontinent, a variant of Hindi-Urdu serves as the language of commercial transactions or "bazaar language." But this form of Hindustani, as it is sometimes called, coexists with many other local languages and dialects and with literary languages such as Marathi, Gujarati, or Bengali, many of which enjoy much higher local prestige. Urban residents in the core of the so-called Hindi region (the states of Uttar Pradesh, Rajasthan, Madhya Pradesh, Bihar and Delhi) tend to have a much better command of Hindi-Urdu and use it for a much greater proportion of their daily activities than do villagers, but even here various local languages and dialects continue to be used in the home. Furthermore, English enjoys high prestige among the educated. It is frequently employed for contacts with outsiders, among Indians in Western-type surroundings such as hotels, restaurants or modern stores, and for serious discussion on topics

dealing with modern life.

All these are the very spheres of activity in which a visitor is most likely to come into contact with Indians. The result is that the Western visitor expecting to practice his Hindi-Urdu in such surroundings will find little opportunity to do so. Educated Indians will soon tire of speaking Hindi-Urdu in surroundings in which Hindi-Urdu itself sounds unnatural to them. If the Westerner is to learn to use the new language he will require at least some introduction to the general linguistic history and problems of speech distribution in North India. This will enable him to understand how and when the new language forms can be used -- and why.

Historically Hindi-Urdu is a member of the Indo-Aryan branch of the Indo-European family of languages, which also includes most of the modern European tongues. The best known ancient representative of Indo-Aryan is Sanskrit, which, although no longer spoken, continues to occupy a position as the language of the sacred Hindu texts and serves as a source of learned vocabulary in much the same way as do Latin and Greek in modern Europe. Aside from Hindi-Urdu, the Indo-Aryan language family also claims most of the other regional languages of Northern and Central India: Sindhi, Punjabi, Gujarati, Marathi, Bengali, Assamese, Oriya and the Sinhalese tongue of Ceylon. The languages of the South of India -- Tamil, Telugu, Kannada and Malayalam -- belong to the Dravidian language family, which is not related to Indo-Aryan.

Although the political importance of Hindi-Urdu is relatively recent, its origin is contemporary with the high Middle Ages in Western Europe. The earliest form of Hindi-Urdu for which we have evidence is the trade jargon which became current after the Muslim conquest of Delhi in the twelfth century. This idiom, based on the speech of the rural districts around Meerut but also showing many influences of the Rajasthani to the South and the Punjabi to the West, was first employed primarily in the cities and fortified camps of the armies of the Delhi Sultanate. The name Urdu is derived from the expression zabaan-i-urdu, the language of the camp, thus reflecting its original function, for a large travelling bazaar was usually part of the train of a military camp.

Commencing in the thirteenth century a style called khaRi boli and related to this trade jargon came to be employed in the devotional poetry of the poet-saints of the bhakti or Faith Movement, a popular religious movement whose aim was to attract large numbers of people to the worship of a personal god, and also in the ballads of the minstrels who wandered from court to court. Poetry in a style called Urdu began to appear in the sixteenth century, strangely enough in the Muslim-ruled state of Golconda near Hyderabad city (Andhra State), where the present language is Telugu. This type of court poetry then spread to the Muslim courts of Delhi and Lucknow in the North.

At no time, however, did either khaRi boli or Urdu serve as the sole literary language in any particular region in the way that English is accepted in the United States today. Literacy in North India before the British conquest was traditionally confined to a numerically small group of scribes, bards, priests and members of monastic orders. These groups employed not one but a variety of literary languages and styles. Official records of the chanceries of the Muslim rulers and of the Muslim law courts were kept in Persian. Sanskrit was employed in Hindu religious ceremonies and in the separate Hindu law courts. A host of other literary dialects, such as Braj Bhasha, based on the rural speech around Agra, and Awadhi, reflecting the local dialects of Lucknow, were also in use side by side with Urdu and khaRi boli. The differences between all of these literary styles and the spoken idiom of the bazaars and the rural districts were considerably greater than those between literary and conversational styles of English.

Traditional India thus presents a picture of extreme linguistic segmentation, implying in turn extreme social segmentation and group isolation, with the population composed of innumerable groups speaking only their own dialects, and intellectual life the property of a few designated groups, each using its separate language. This picture accords well with what we know from other sources.

These conditions continued throughout the early years of the British regime. It was not until after 1835, several decades after the British occupation of North India, that the new rulers, realizing the need for a language of local administration which could be understood over a wide area, replaced Persian with the then-current form of the bazaar language for purposes of local and district administration.

This trade idiom, a direct descendant of the medieval zabaan-i-urdu, had by then developed into the principal lingua franca of urban North India. Hence the name Hindustani, the language of Hindustan. When Hindustani was used in official documents, it was written in the Persian script, the script which was also employed for Urdu court poetry at the courts of the former Mughal rulers, now pensioned off. As a consequence, the terms Urdu and Hindustani came to be used synonymously.

As a result of the new language policy Urdu schools were organized and Urdu became widely studied by those who aspired to government positions. Soon after, Urdu prose literature also began to appear. The new idiom did not, however, gain complete acceptance. As an official language it was second to English, which served as the medium of higher education and of the higher government offices. While Hindus employed Urdu for business and administrative purposes, they did not fully accept its use for fiction and poetry because of the Persian script in which it was written. An important peculiarity of the linguistic situation in India has been the association of the written word with the sacred, and of reading with prayer. Since so much of the traditional Hindu literature which has survived has

been didactic and religious in nature, the Devanagari script derived from Sanskrit -- itself the religious language of the Hindus -- in which it was written has acquired a sacred aura by association. To write in Persian for purposes other than business and administration, for Hindus, had a touch of the profane about it.

The result was the development of a new literary prose style called Hindi and written in the Devanagari script. In this style, many of the words which had come into the language from Persian and Arabic sources were replaced by others taken from Sanskrit. The most important of the early Hindi writers, Bharatendu, was active about the middle of the nineteenth century; but his interests and those of others like him were purely literary. Most Hindu literary figures of the period knew both Hindi and Urdu, for Urdu and English remained the official media of business and administration.

With the growth of political movements in the late nineteenth and early twentieth centuries, Hindi and Urdu became associated with the conflicting aspirations of communal groups. The cause of Hindi was taken up by several of the Hindu revival and reform movements such as the Arya Samaj (founded 1875). Special societies for the propagation of Hindi in the Devanagari script were established and Hindi schools were opened in many localities. Extremists on the Hindi side called for the expurgation of supposedly foreign words from the language and for their replacement with others of Sanskrit origin. Those on the other side retaliated with the same demands for words of Persian origin. Some went so far as to deny any historical connection between Urdu and the other Indo-Aryan languages, and the term Hindustani became unfashionable. As a result, the two styles tended to draw away both from each other and from the spoken idiom of the people.

When Gandhi began his campaign for national unity, he attempted to minimize the Hindi-Urdu polarization, calling for a return to a simple literary style for which he revived the name Hindustani. This was to be based on the spoken language, avoiding the most artificial borrowings from Sanskrit on the one hand and Persian and Arabic on the other. Gandhi's Hindustani could be written either in Persian or in Devanagari script and was widely used for a time by his followers. With the establishment of the separate states of India and Pakistan, however, the name Hindustani was dropped. Hindi, written in Devanagari script, was accorded equal status with English as the eventual national language of India. Urdu, written in Persian script, was given separate recognition within India along with the other regional languages. In Pakistan, Urdu and English became the two national languages.

The emotional overtones of the Hindi-Urdu controversy have deeply colored many Indians' views of the problem. Part of the confusion arises from the changes in function which language use has undergone in North India as a result of the events of the last hundred years. The modern language Hindi-Urdu has developed from literary styles cultivated by relatively small groups of literati into the

medium of communication of a growing, developing area. Whereas formerly these styles were used primarily in poetry recitations, modern Hindi-Urdu must now accommodate speakers from an ever-increasing range of social and educational backgrounds and must serve the needs of a modern state. This change in function has created a number of problems. New technical and legal vocabulary must be coined, spelling standardized, and new dictionaries prepared. But as the need for these changes appears less urgent in some parts of North India than in others, a wide range of opinion exists, and each decision is a subject for disagreement. These problems of standardization also occurred in Western countries, but they were settled over a period of several hundred years and have been forgotten. Standardization in most of the countries of Western Europe and in the United States has by now become so general that we tend to take it as the normal state of affairs. Hence it is difficult for us to understand the feelings aroused by these questions in India, a country attempting to become a modern state in a few generations -- a task which took several hundred years in the West.

Hence those seeking information about the differences between Hindi and Urdu will find almost as many views as there are political opinions. Some individuals claim that the two are hardly related, while others are unable to see any difference between them. Such opinions, however, are rarely based on the facts of language behavior. The exact linguistic nature of the two styles has always remained undefined. A large amount of variation is possible in either style, so that it would be difficult to say where Hindi starts and Urdu ends.

From the point of view of linguistic behavior, Hindi and Urdu are best viewed not as single, discrete units, but as two converging series of overlapping styles. At the extreme of each series is a style representing the linguistic practice advocated by conservative Hindi and Urdu grammarians. Grammar has for a very long time been accepted as a part of the traditional curriculum of religious studies on both sides. Thus Hindi and Urdu grammarians, while not necessarily practitioners of Hindi or Islamic religious rites, often have a religious orientation which discourages interest in each other's scholarly activities and tends to make them separate groups with divergent interests.

The linguistic practices advocated by these groups, however, rarely find complete acceptance among the literature-producing and reading populace. It would be nearest the truth to regard them as behavioral ideals or norms which apply only to certain social contexts. This is not to maintain that these norms act as iron-clad rules within defined contexts, for even where their use is indicated, individual choice not to employ them may prevail, depending on the impression one wishes to convey. This is true for literary as well as spoken forms of the language. Just as English authors achieve special literary effects by a mixture of standard and regional ("you-all") or substandard ("ain't") forms, writers of

Hindi and Urdu rarely follow exclusively the rules set down by extreme advocates of one style or the other. They utilize variant linguistic forms for literary effect as a means of depicting character and of conveying a host of other subtle social and psychological meanings. Finally, a significant portion of the North Indian reading public enjoys both Hindi and Urdu literature, and many books are published in both styles. The short story writer Prem Chand, for instance, enjoys equal fame in both traditions, for he wrote in both styles.

A study of the linguistic differences at the extremes of each of our two series, Hindi and Urdu, reveals that these differences appear primarily on the level of vocabulary and pronunciation. The bulk of the grammar, consisting of the rules of noun, verb and adjective inflection, is shared. The introduction of a large number of Persian words was accompanied by the borrowing of several sounds not native to Indo-Aryan languages (see Pronunciation Drills, Unit III for details). Formal Urdu requires that these sounds be pronounced as they are in Persian. Formal Hindi, on the other hand, applies similar strictures to the pronunciation of the -N- occurring in words reintroduced from Sanskrit and to many initial and final consonant clusters which also appear in words borrowed from Sanskrit. In the realm of vocabulary, a speaker has a choice between alternatives in a number of common cases, where one of the alternatives indicates an Urdu orientation, the other a Hindi orientation on the part of the speaker. For example, Urdu zyaadaa (much) corresponds to Hindi adhik (much), Urdu khaas (special) to Hindi mukhy (special). The initial kh- of khaas is a Persian-derived sound, while the final consonant cluster -khy in mukhy is Sanskrit-derived. Neither of these sounds is common in the spoken language, where khaas would be pronounced khaas and mukhy is not frequently used.

Vocabulary differences appear in a number of social interactions where Westerners would not expect to find them. Greetings differ, depending upon whether the person addressed is a Hindu or a Muslim, an equal, a social inferior, or a person who must be treated with respect. Similarly, at the extremes of each series, we find elaborate politeness formulas which are not shared.

As much as eighty or ninety per cent of vocabulary may thus differ at the extremes of the Hindi and Urdu series. As we move toward the area of overlap and away from the formality of the extremes, vocabulary differences tend to disappear. In these situations, whether one's speech is judged to be Hindi or Urdu will depend increasingly upon such outside clues as dress, or in fact upon the religious, social and/or political orientation of the judge. The author was complimented in a Hindu home on his good Hindi, and in a Muslim home on his good Urdu. The words he had spoken in both cases were identical! That this can occur is the major reason why we can talk of Hindi-Urdu as a unit and treat it in a single elementary textbook.

In deciding which form is appropriate in a given situation, the Westerner must remember that not all forms are appropriate in all social situations. Formal Hindi or formal Urdu would be quite inappropriate in Westernized surroundings such as hotels and restaurants. Similarly, for all practical purposes neither has a place in a bazaar transaction. The determining factors are the type of social situation, the persons who participate in it, and the impression the speaker wishes to convey. When we speak of social situations, we include both the encounter and the locale in which it takes place. Encounters may of course be defined broadly in terms of categories of like events, or narrowly in terms of specific meetings of individuals. Our definition of encounters in this text, based as it is on linguistic clues, is a broad one. We differentiate only those events which, in our experience, call for differences in speech behavior. Some kinds of encounters requiring different types of speech behavior are: shopping, obtaining any of a number of personal services, street transportation, sightseeing, casual contacts of various types with educated Indians. The second component of the social situation is its locale. This is peculiarly important in India because of the many different regional and sub-regional speech standards which influence the type of Hindi-Urdu used in a particular place. The Hindi-Urdu of even relatively uneducated native speakers in eastern Uttar Pradesh, for example, shows more Sanskrit borrowings than that employed in Delhi or Lucknow, where the influence of Muslim culture has been strong.

Speech further varies with the participants in a social situation. We have already referred to the many possible forms of greetings. Each is appropriate to a person of a specified religious and social group. Since Hindi-Urdu is, moreover, a second language for most speakers, individuals vary in the extent to which they control it. An uneducated shoemaker can hardly be expected to reproduce perfect literary Hindi-Urdu even if the situation should call for it.

The impression the speaker wishes to convey determines the degree to which he adheres to a particular style. Resorting to an inappropriate style in a given situation often signals comic relief. The use of an informal style signals relaxation with friends, while the use of a particularly formal style may indicate a desire to maintain distance from other participants in the situation, a desire to impress other participants with one's command of Hindi-Urdu, or higher social status than that of other participants in the situation.

Since the rules of the language vary with the social situation, the participants and the impression the speaker wishes to convey, it is incumbent upon us to present some information, however general, about the social environments in which the language is employed. Thus this textbook is arranged in a graded series of social situations in which a Western visitor to India would find himself and in which his use of Hindi-Urdu would be appropriate. The situations progress from the socially simple, requiring little in the way of politeness formulas and

elaborate syntactic construction, to the more complex forms as they occur in the informal conversation of the educated.

Obviously in an elementary textbook we cannot include every conceivable situation in which a Westerner visiting India might find himself. A reasonable goal would be control of the language sufficient for casual conversations with Indians in a representative selection of situations. This goal frees us from the necessity of presenting the extremes of Hindi and Urdu. They are special cases requiring considerable other cultural knowledge and can probably best be learned in advanced courses involving work with literary texts or in India itself.

This is not to imply that we wish to discourage the student from learning to write either the Hindi or the Urdu script. In our own courses at the University of California, Berkeley, we introduce writing after four or five weeks of instruction in conversation through the use of special Hindi and Urdu readers* designed primarily for home study, but a decision on the optimum time to introduce writing in a first year course is one which we leave to instructors who may use our text elsewhere.

One of the major problems in a text which attempts to convey social as well as linguistic content is the necessity of specifying the social situation clearly and of relating the linguistic form to the social situation. This problem is a particularly difficult one for a country such as India, where the very natural environment is so unfamiliar as to defy the imagination of the uninitiated. An American who has never ventured out of the United States can scarcely produce an accurate mental image of "bazaar" in the abstract. We can convey the information that Hindus and Muslims, the educated and the uneducated, Westernized and relatively traditional Indians tend to dress and act differently, but to specify the differences in detail, some concrete illustrations are necessary.

For this reason, the conversational situations covered in this text were acted out and photographed on location in India and processed in the form of color slide and filmstrip sequences. To virtually every sentence in each of the conversations in this book corresponds a color slide which attempts to convey graphically the social situation, the participants and to some extent the impression to be conveyed by the speaker. Each conversational theme is thus developed visually and orally and it becomes possible to establish a direct correlation between Hindi-Urdu speech forms and visual images. Muslim greetings are directed at a person wearing identifiably Muslim dress. Situations requiring informal forms of speech can be visually specified. All of this is possible with a minimum of reliance

*J. J. Gumperz, Hindi Reader, Vols. I and II, and J. J. Gumperz and C. M. Naim, Urdu Reader. Available through the A.S.U.C. Bookstore, University of California, Berkeley 4.

on English translation. The student looking at the picture sequence can often almost guess the meaning of the Hindi-Urdu utterance. The translation in this case merely aids in recall and building up of vocabulary.

By specifying the social situation (including both the encounter and the location) we hope to have avoided the grossest of the misunderstandings that can arise in an elementary language course of this kind. In view of the lack of agreement as to what constitutes good Hindi-Urdu, we cannot hope to secure one hundred per cent approval of our usage. The exigencies of the text have forced us to make a number of compromises for the sake of clarity and simplicity, which we hope will not affect the value of the remainder of the text too seriously. To attempt an explanation of each instance in which a compromise has been made would plunge us into details which are of interest only to a few specialists. For the sake of brevity, we use the term Hindi to mean Hindi-Urdu in most of the text.

The fact that the conversations deal exclusively with Indian topics has one serious disadvantage. The student is given little vocabulary suitable for conversation in Hindi-Urdu with Indian students in this country or for discussion of classroom experiences and procedures. We have attempted to remedy this omission by including additional vocabulary suitable for such situations in the special Word Study sections. This vocabulary material is integrated into the drills and review conversations.

The text is subdivided into two Volumes. Volume I, part 1 consists of two units each subdivided into three conversations with attendant drills, as does Volume I, part 2. A Glossary of the vocabulary of the first four units appears at the end of Volume I, part 2. These units focus on relatively impersonal contacts between a Westerner and various kinds of small business and service personnel: vendors, shoemakers and laundrymen, taxi drivers and guides. Since these conversations involve situations of relatively slight social complexity, they make it possible to concentrate on the presentation of basic grammatical rules. Volume II, containing six units of two conversations each, focuses on various types of casual encounters in which the participants are social equals, ranging from casual meetings during travel through telephone conversations to informal get-togethers and situations involving discussions of facets of modern Indian political and social life with educated Indians. A Glossary for Volume II appears at the end.

Each conversational subunit is developed as follows: The conversation is first presented as a whole without translation and is intended to be accompanied by the appropriate slide sequence. Natural breaks in the conversation are indicated to aid in practice and memorization. In the second section, consisting of vocabulary and translation of the conversation, utterances are broken down into component phrases and words and are analyzed grammatically. This section is primarily intended for home study.

Then follows a brief set of cultural notes which attempt to anticipate and answer students' questions about certain features of the situation and of normal linguistic usage in the situation. The section on Word Study may be designed to accomplish any or all of the following: a) introduction of new vocabulary for classroom purposes; b) presentation of closely defined classes of words related in one of several ways (e.g., numbers, parts of the body, colors, etc.); c) presentation of Hindi and Urdu stylistic equivalents where distinctions are called for; d) provision of elementary information on processes of word derivation, such as the formation of adjectives from nouns. After Word Study follow Pronunciation Notes and Drills, and Grammar Notes and Drills. The last section of the conversational subunit contains brief review conversations and, from Unit II, review questions. Additional review conversations and questions are provided in a special section at the end of each of the two major units of Volume I, part 1, and Volume 1, part 2

--John J. Gumperz
August 1962

INTRODUCTION: PART II

Structure of the Course

The essential feature of a spoken language course is that it is designed to achieve both rational understanding and automatic production of the new language patterns. In contrast to the traditional course, where the student is given the grammatical rules and a few examples of their application and left to master them as best he can, a spoken language course attempts to guide the student through each step of the learning process.

The learning process begins with memorization of graded conversations, introduced with the aid of pictures whose purpose is to specify the context. The conversations are broken up into subroutines for ease of memorization. Since memorization is aided by an understanding of meaning and the way in which sentences are formed, the conversations are followed by a section entitled "Vocabulary and Translation of the Conversation," where sentences are analyzed into their most important parts and word meanings are given. Two kinds of translations are used in this section: literal and free. Each sentence is first broken into its component parts, where literal or dictionary translations of each major part appear; then the complete sentence follows, with free colloquial translation.

Too often the beginning student is given the impression that the literal meaning is the "true" meaning and that any other meaning must necessarily be secondary or even wrong. Our procedure is designed to avoid this misunderstanding. By comparing the literal and free translations, the student learns how greatly translation depends on context, for a word which is given one literal translation may receive several free translations, the choice depending on the other words with which it is used, and the social situation in which the conversation takes place. For example, the literal translation of liijiye is 'please take'; of khaaiye, 'please eat'; of ek, 'one,' but the free translation we have given of the fruit-seller's sentence liijiye, ek seeb khaaiye, is 'Here, have an apple.' Although we have the words 'take,' 'eat,' and 'one' in English, we would probably never speak them together as they appear in Hindi: 'Please take; eat one apple.' At least we would not do so in this situation. Similarly, in the grammar drills various possible translations of the same sentence are used purposely to free the student from the idea that there is only one correct translation. The importance of the social context in determining meaning is stressed

throughout the book. Our goal is automatic comprehension and production of spoken Hindi-Urdu without reference to English. Hence we make no use of translation as a teaching device.

Once the student has studied the Vocabulary and Translation section, we expect him to make as little use of English as possible. This is possible because we provide him with a more primary stimulus than translation, namely slides or filmstrips which depict the actual scenes upon which the conversations he is learning are based. Thus in practicing the sentence woo kyaa hai, we need not resort to the English 'What is that?' to stimulate the student to produce this utterance. Instead we show him a picture of a customer pointing to something near a fruit-seller. When the class says the next line, papiitaa hai, saahab, they are looking at the fruit-seller holding a papaya. The combined context of the question-and-answer and pictures tells the student what the sentences "mean." The Hindi words are related directly to the objective world rather than to other words in English, since the purpose of this course is automatic production of spoken Hindi in response to stimuli from the immediate environment.

Since the immediate environment includes not only the world depicted in the slides but also the classroom situation, the Word Study sections in Unit I teach simple classroom instructions which should enable the class to carry on entirely in Hindi. We strongly recommend their use.

The Conversation, Vocabulary and Translation, and Word Study sections are followed by Pronunciation Drills, whose function in the spoken language course is similar to that of finger exercises in learning a musical instrument. They are designed to retrain the student's ear and vocal apparatus in the automatic and natural production of new sounds peculiar to Hindi. To focus attention on the production of sounds alone, none of the pronunciation drills in the book are translated, nor should they be translated by the instructor. Words used in these drills have been selected for the sounds they contain, and not for their meanings. Though most of these have Hindi meanings, a few nonsense words have been included at the beginning when necessary for illustration of sound patterns. The pronunciation drills build from individual words into complete sentences. These latter contain only words and grammatical patterns which students have already learned.

Since this book is designed to be used by instructors with no previous training in the use of the oral-aural-choral drill approach to language teaching, a detailed, step-by-step explanation of drill procedure accompanies each new drill in the pronunciation and grammar sections as new operations are introduced. We suggest that no attempt be made to vary these procedures until they have become completely familiar. The instructor who has always

presented new language material first in its written form and later in its spoken form will find distinct advantages in a method of presentation which relies on the ear alone, as presentation through written material tends to carry with it previous mental associations with sounds of the English language, thus complicating the learning of new sounds.

In the Grammar Drill section immediately following, each drill is preceded by a brief paragraph explaining the grammatical rule involved, and giving relevant examples from the text. These explanations are intended primarily for home study, and little time should be spent on them in the classroom. The instructor will find that the highly structured drills do much of the work of explanation for him.

In constructing drills we have followed the principle that drills can and should teach as well as test. We have also considered the fact that many apparent grammatical difficulties are really difficulties in pronunciation. Thus a student who cannot pronounce nasalized vowels, for example, may be having difficulty distinguishing between singular and plural verbs, for some Hindi singular and plural verbs, e.g., hai and hāi, are distinguished by the presence of nasalization in the plural and the absence of it in the singular. The arrangement of drills in this course is designed to obviate confusion of pronunciation and grammatical errors and to lead from simple repetition to free conversation in a series of steps.

This process begins in the Grammar Drill section and ends in the Review Conversations which close each unit. In the Grammar Drill sections, all choral drills (those in which the whole class responds together) are to be done in a sequence of three steps. The first of these is a teaching step: Repetition. Here the class simply repeats the response after the instructor. Because no grammatical manipulation is expected, pronunciation can be the focus of attention. The second step, Reinforced Response, teaches by testing. The instructor requests a response from the class which is different from his own utterance. After the class attempts to produce the response, the instructor produces it correctly and the class then repeats this correct response. The third step, Unreinforced Response, tests without teaching. This time there is no reinforcement; the instructor does not give the correct response. A fourth step, Individual Unreinforced Response, is optional. It is especially helpful in locating individual problems still remaining and giving students a chance to show what they can do.

By leaving individual performance until last, the tension that students feel at performing alone is greatly reduced, since the chances are good that the student will be able to perform adequately. At this stage in the learning process it is important that the student be given as little opportunity as

possible to make errors. Too much freedom at this point will impede the goal, i.e., automatic production of correct utterances.

The individual drills included in the Grammar Drill sections are planned to provide a transition from choral drills to the less structured exercises in the reviews. These drills require only individual unreinforced response and are therefore mainly testing drills. Individual drills always follow several choral drills which have introduced and taught the pattern.

The final stages in drilling are the Rapid Response and the Situation Response sections in which individual students respond to questions from the instructor, and the Review Conversations, in which the student improvises brief conversations upon models given in the text. In Rapid Response the students answer in quick succession questions based on the previous conversation. In Situational Response, the situation of the conversation is recapitulated, and the students, taking the parts of various actors in the conversation, answer questions that might be asked in such a situation. The sample review conversations given in this book may be used both for testing comprehension and for conversation practice. Specific directions for altering these Review Conversations for the purpose of conversation practice are given in the first portion of the text. Later the student is left to his own ingenuity in changing them.

No review drills other than the Review Conversations have been provided. When a particular point of grammar has not been mastered the instructor should return to the appropriate drill as often as necessary. We would prefer that the instructor cover the material thoroughly, even at the expense of leaving part of the text unfinished, rather than gallop hastily and superficially through the book.

--June Rumery
August 1962

THE SOUNDS OF HINDI-URDU

Although learning a new language is often associated with reading rather than speaking, it is important to draw a clear distinction between the sounds of a language and the alphabet with which it is conventionally written. The sounds of a language are part of its basic structure, while the alphabet is simply a shorthand way of representing those sounds, and not always a completely consistent or faithful one. The English words "though" and "through," for instance, end in the same four letters, but they are not pronounced alike and they are obviously not spelled the way they sound. Moreover, it is possible for a single language to have more than one alphabet. Thus the same Hindi-Urdu word may be written either in the Devanagari alphabet derived from classical Sanskrit or in the Urdu script adapted from Arabic and Persian. The choice of script does not affect the pronunciation of the word.

In learning Hindi-Urdu the beginning student will have to master a number of new sounds. His ear must be trained to distinguish them, and his vocal cords to produce them, a task which requires close classroom supervision. Then, with a basic command of spoken Hindi-Urdu, he is ready to learn to read. This basic training in the spoken language is very important, for it is difficult to acquire a reading command of a language without some knowledge of the sounds represented by the letters. Learning an alphabet, on the other hand, requires practice in skills very different from those required for learning new sounds; and learning these skills -- visual discrimination of new written symbols and calligraphy practice -- need not be carried on primarily in the classroom, if the elements of the language are known.

This course therefore concentrates on oral presentation and practice at first. Conversations are introduced in the voice of a native speaker. In order to facilitate memorization and drill without resorting to the alphabet, we employ a special system of transcription in which the letters of the Roman alphabet represent the Hindi-Urdu sounds. After four to six weeks when the student has learned a sufficiently large stock of Hindi-Urdu expressions, he may study either the Devanagari or the Urdu alphabet, using at first the vocabulary he has already learned.

Here is a list of symbols used in our transcription:

Consonants

p	ph	t	th	T	Th	c	ch	k	kh	(k)
b	bh	d	dh	D	Dh	j	jh	g	gh	
(f)		s, (z)		N		ṣ		(g)	(ḡh)	h
		l, r		R	Rh					
w						y				

Vowels

i	ii	u	uu
e	ee	o	oo
	ai		au
	a aa		

The chief features of Hindi pronunciation and the points at which it differs from English are illustrated below. Here we will present a few remarks concerning our transcription. We use an h after a consonant to indicate aspiration. Though written with two letters (ph, bh, th, dh), aspirate consonants function as single units in pronunciation. Capital letters indicate the so-called retroflex consonants (see below). Items in parentheses are sounds considered as typically Urdu by many Indians. Their pronunciation varies greatly, and many speakers use other Hindi equivalents instead (see below). The N is regularly pronounced as such in combination with other retroflex consonants (ND); but when it occurs at the end of a word or between vowels, it is considered a typically Hindi sound. Many speakers substitute a dental n in these cases. A dot under k, kh, g, indicates the special "Urdu" pronunciation of these letters just as it does in the Devanagari alphabet. In informal conversation, k, kh, and g are often used in their place.

Double symbols (ii, ee, aa, uu, oo) indicate long vowels. These function as single units in pronunciation. The pronunciation of ai and au varies considerably; they are sometimes pronounced as single units, in other cases as combinations of two vowels, or diphthongs.

The consonants y and w are pronounced as in English when they appear at the beginning of a word. After vowels, in words such as samay 'time,' and between vowels, pronunciation varies. Our practice in transcribing has been to follow the Devanagari spelling whenever it presents a possible pronunciation. When it does not, we have used our own transcription. We suggest that the student follow the pronunciation of his instructor in these and all other sounds.

We are well aware that there are many variations in pronunciation, even

in standard Hindi-Urdu. We do not expect complete agreement with our transcription practice, for agreement will only be reached through progress in standardization. This can only occur over a considerable period of time. Our collaborators in this text come from many parts of the Hindi-speaking area. Through their cooperation, we hope to have achieved a transcription acceptable to most.

In discussing the pronunciation of the above sounds it is important to emphasize that Hindi-Urdu discriminates among many types of sounds which are not kept distinct in English. We find, for example, two sets of Hindi-Urdu consonants, illustrated by k-kh, g-gh, one of which is aspirated (i.e. followed by strong breathing), another of which is unaspirated. In English, there is aspiration in words like "key" where the initial k is aspirated, but some English consonants -- for example g -- are never aspirated; furthermore, the presence or absence of aspiration does not change the meaning of the word. "Key" is readily understood even if the k is pronounced without the puff of air. In Hindi-Urdu the presence or absence of aspiration is an integral part of the structure of the word. Its presence or absence may change a word into another: Thus kaanaa means 'one-eyed' while khaanaa means 'food' or 'to eat.' girnaa means 'to fall' while ghirnaa means 'to be surrounded.' Some distinctions between sound types are common to both languages as for example that between voiced consonants (e.g., b, d, g,) and voiceless consonants (e.g., p, t, k). But there are many other important Hindi distinctions, such as that between nasalized and non-nasalized vowels, dental and retroflex consonants, which English does not share. These will present the main points of difficulty.

In order to bring out the characteristic features of Hindi pronunciation, our explanation will be organized around distinctive, or contrastive, sets of sounds. By spending an hour practicing the sounds as they are arranged below, just before beginning work on the pronunciation drills in Unit IA, the students will get an overall view of the system and a frame of reference for each sound as it comes up for practice during the course.

The following procedure is suggested. All five steps are to be followed with each group of pairs.

- 1) The instructor gives the pairs in the first group while the class listens.
- 2) He gives the pairs again. The class tries to imitate his pronunciation of each pair.
- 3) He gives the first member of each pair only. The class repeats.
- 4) He gives the second member only. The class repeats.
- 5) He gives the words in pairs again. The class repeats each pair.

Consonants

1. Aspirated and unaspirated

These sounds differ by the presence or absence of a puff of air after the initial consonant. h represents the puff of air.

ph - p	phaag - paag	bh - b	bhaag - baag
th - t	thaat - taat	dh - d	dhaam - daam
Th - T	ThaaT - TaaT	Dh - D	Dhaal - Daal
ch - c	chaap - caap	jh - j	jhaal - jaal
kh - k	khaan - kaan	gh - g	ghaan - gaan
		Rh - R	baRhaa - baRaA

2. Voiced and unvoiced

These sounds differ by the presence or absence of voicing, that is, vibration of the vocal cords. Those in the left column of each set are voiced; those in the right are unvoiced. The presence or absence of voicing can be detected by putting your hand on your throat while pronouncing z and s alternately. z is voiced, s is unvoiced.

b - p	baas - paas	bh - ph	bhaag - phaag
d - t	daal - taal	dh - th	dhaam - thaam
D - T	Daal - Taal	Dh - Th	Dhaal - Thaan
j - c	jaam' - caam	jh - ch	jhan - chan
g - k	gaam - kaam	gh - kh	ghaam - khaan

3. Stop and fricative

In the production of the stops in the left column of each set, the current of air is completely stopped at some point, while in the production of the fricatives, or spirants, in the right column, the passage is constricted, leaving only a narrow aperture for the air current to squeeze through.

ph - f	saphal - safar	j - z	jaraa - zaraa
kh - kh	khaa - khaas	g - g	garam - galat

4. Labial and dental

The sounds in the left column of each set are pronounced with the lips, while those in the right column are pronounced with the tip of the tongue placed behind the upper teeth.

p - t	paak - taak	ph - th	phal - thal
b - d	baad - daad	bh - dh	bhuup - dhuup
m - n	maataa - naataa		
f - s	faakaa - saakaa		

5. Dental and retroflex

The retroflex consonants in the right column are pronounced with the tongue somewhat retracted and curved up and back, as it is for general American ɣ.

t - T	tap - Tap	n - N	baan - baaN
th - Th	thap - Thap	r - R	naarii - naaRii
d - D	daal - Daal	l - R	bhaal - bhaaR
dh - Dh	dhak - Dhak		

6. Dental and palatal

For the palatal consonants on the right the articulator is the front of the tongue; the point of articulation is the hard palate directly above it.

t - c	taal - caal	th - ch	thaal - chaal
d - j	daal - jaal	dh - jh	dhar - jhar
s - š	saal - šaal		

7. Retroflex and palatal

See 5. and 6. above.

T - c	Taal - caal	Th - ch	Thaan - chaan
D - j	Daal - jaal	Dh - jh	Dhool - jhool

8. Palatal and velar

For the velar consonants on the right, the articulator is the back of the tongue; the point of articulation is the soft palate, or velum, in the back of the mouth.

c - k	cal - kal
j - g	jal - gal

9. Velar and post-velar

The post-velar k differs from velar k in that it is produced further back in the mouth.

k - k̠	kadam - k̠adam
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10. Lateral and flap

In the production of the lateral l, the tip of the tongue touches back of the upper teeth and the air stream passes out on either side of the tongue. In the production of the flap ɾ, the passing air current causes the tip of the tongue to vibrate against the back of the upper teeth one or more times.

l - r	laanaa - raanaa
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11. Short and long consonants

The sounds in the right column are held longer and pronounced with more emphasis than those in the left column.

p - pp	Tapaa - Tappaa	ph - pph	phaphūūd - phupphus
t - tt	pataa - pattaa	th - tth	kathaa - katthaa
T - TT	paTaa - paTTaa	Th - TTh	miīThii - ciTThii
c - cc	bacaa - baccaa	ch - cch	puuchaa - acchaa
k - kk	pakaa - pakkaa	kh - kkh	rakhaa - makkhan
b - bb	cabaa - abbaa		
d - dd	gadaa - gaddaa		
j - jj	sajaa - sajjaa		
g - gg	lagaa - laggaa		
n - nn	panaa - pannaa		
m - mm	amaa - ammaa		
l - ll	balaa - ballaa		

Vowels

1. Short and long

The sounds in the right column are held longer than those in the left column.

i - ii	din - diin
a - aa	daṇ - daan
u - uu	dum - duum

2. Nasalized and unnasalized

The vowels in the left column are pronounced with the air stream coming out the nose. Those in the right column are pronounced with the air stream coming out the mouth.

īī - ii	kaḥīī - kahii
ēē - ee	kaḥēē - kahee
āī - ai	hāī - hai
āā - aa	kaḥāā - kahaa
ōō - oo	hōō - hoo
āū - au	āūdhaa - autaa
ūū - uu	karūū - saruu

Sentence intonation

In Hindi as in English different sentences may have different types of intonation, or sentence melody. We have utilized punctuation marks to indicate the most important of these. A period indicates a fall in pitch at the end of a sentence. A question mark indicates a rise in pitch. A comma indicates either a slight rise in pitch, a pause or both, e.g.,

saahab aatee hāī.	The gentleman is coming.
saahab aatee hāī?	Is the gentleman coming?
saahab, aatee hāī.	Sir, they're coming.

Unit I Part A

Conversation

1 phal-waalee-see baat karnaa.

2 aliigaRh, baazaar-mēē.

3 phal-waalaa: aaiyee saahab.

4 liijiye.

5 santraa khaaiyee.

6 gaahak: keelee kaisee hāī.

7 phal-waalaa: acchee hāī.

8 bahut taazee hāī.

9 seeb bhii hāī saahab.

10 gaahak: yee kyaa hāī.

11 phal-waalaa: yee beer hāī.

12 liijiye, eek seeb khaaiyee.

13 bahut miThaa hai.

14 gaahak: woo kyaa hai.

15 phal-waalaa: papiitaa hai saahab.

16 gaahak: papiitee-kaa daam kyaa hai.

17 phal-waalaa: is-kaa daam eek aanaa hai.

18 gaahak: acchaa, doo papiitee deenaa.

19 pakkee deenaa.

20 phal-waalaa: santree bhii liijiye.

21 gaahak: nahī, kaafii hai.

Procedure for using the conversation

While the conversation is being practiced in class, the students should be looking at the slides or at the instructor. Books are closed.

Introducing the total conversation

1. While the slides are shown, the instructor gives the dialog line by line in a natural conversational style. If two native speakers are available, they can present a real conversation.
2. The slides are shown again. The instructor gives each line of the conversation twice, pausing for the class to repeat.
3. The slides are shown a third time; the class repeats each line after the instructor, and then attempts to translate it. Some sentences will be recognized immediately. For some, it will be sufficient for the instructor to translate new vocabulary items. Students should be encouraged to make a guess at the meaning on the basis of the situation and context. The instructor then reads the correct translation of the whole sentence. Finally he gives the Hindi several times, pausing each time for the class to repeat.

Learning the sentences

Each conversation is divided into several short sections. In Unit 1A, these sections are lines 1-2, 3-9, 10-13, 14-21. These smaller units can now be memorized. The slides are not used; the students watch the instructor and mimic him closely.

1. The instructor gives the whole sentence several times and the class attempts to repeat. Then he gives it in short sections, building up from the end, word by word or phrase by phrase. Each buildup is given two or three times. As far as possible, each should be a complete sentence.

For example: papiitee-kaa daam kyaa hai.
hai.
kyaa hai.
daam kyaa hai.
papiitee-kaa daam kyaa hai.

The class repeats each line after the instructor several times.

2. After an acceptable pronunciation has been attained, the whole section is practiced as a dialog, first between the instructor and class, then between individual students.

It is suggested that the first class period be spent entirely on the conversation. After that, each period will usually include work on the conversation, pronunciation, and grammar sections.

When the pronunciation and grammar drills have been completed, the instructor checks the memorization of the conversation with or without the slides. Finally, the review conversations are practiced.

The Vocabulary and Translation of the Conversation is for study outside of class. The symbols below are used only when there is some ambiguity about the word in question. Thus, (m) is not used with marked masculine nouns ending in -aa. (f) is not used with marked feminine nouns ending in -ii. Symbols are also not used with adjectives that are recognizable from the translation. Postpositions are preceded by a hyphen.

m	masculine
f	feminine
m/f	masculine or feminine
sg	singular
pl	plural
part	particle
pro	pronoun
adj	adjective
adv	adverb
conj	conjunction
tr	transitive
intr	intransitive
-nee	<u>-nee</u> verb

Vocabulary and Translation of the Conversation

phal-waalaa
gaahak

A fruit-seller (m)
A customer (m/f)

baat

conversation (f)

karnaa

to make

baat karnaa

to converse, conversing

phal

fruit (m)

phal-waalaa

fruit-seller

phal-waalee-see

with a fruit-seller

1 phal-waalee-see baat karnaa.

Talking to a fruit-seller.

aliigaRh

Aligarh (m)

baazaar

market (m)

baazaar-m³²

in the market

2 aliigaRh, baazaar-m³².

Aligarh, in the market.

saahab

sir, ma'am (m/f)

aanaa

to come

aaiyee

please come

3 P: aaiyee saahab.

Please come here, sir.

leenaa

to take

liijiye

please take

4 P: liijiye.

Please take some.

santraa

orange

khaanaa

to eat

khaaiyee

please eat

5 P: santraa khaaiyee.

Please have an orange.

keelaa

banana

keele

bananas

kaisaa

how (m sg)

kaisee

how (m pl)

hai

is

h³¹

are

kaisaa hai.

how is it?

kaisee h³¹.

how are they?

6 G: keele kaisee h³¹.

How are the bananas?

- | | |
|---|--------------------------------------|
| acchaa | good (m sg) |
| acchee | good (m pl) |
| 7 P: <u>acchee hāī.</u> | <u>They're good.</u> |
| taazaa | fresh (m sg) |
| taazee | fresh (m pl) |
| bahut | very |
| 8 P: <u>bahut taazee hāī.</u> | <u>They're very fresh.</u> |
| bhii | also (part) |
| seeb | apple (m) |
| 9 P: <u>seeb bhii hāī saahab.</u> | <u>There are apples too, sir.</u> |
| kyaa | what (pro) |
| yee | this, these (pro) |
| 10 G: <u>yee kyaa hāī.</u> | <u>What are these?</u> |
| beer | ber (m) (a kind of fruit) |
| 11 P: <u>yee beer hāī.</u> | <u>These are bers.</u> |
| eek | one |
| 12 P: <u>liijiye, eek seeb khaaiye.</u> | <u>Here, have an apple.</u> |
| miithaa | sweet |
| 13 P: <u>bahut miithaa hai.</u> | <u>It's very sweet.</u> |
| woo | that, those (pro) |
| 14 G: <u>woo kyaa hai.</u> | <u>What's that?</u> |
| papiitaa | papaya |
| 15 P: <u>papiitaa hai saahab.</u> | <u>It's a papaya, sir.</u> |
| daam | price (m) |
| papiitee-kaa daam | price of a papaya |
| 16 G: <u>papiitee-kaa daam kyaa hai.</u> | <u>What's the price of a papaya?</u> |
| aanaa | anna (a unit of money) |
| is-kaa | of this, its |
| is-kaa daam | the price of this |
| 17 P: <u>is-kaa daam eek aanaa hai.</u> | <u>Its price is one anna.</u> |
| deenaa | to give, give! |
| papiitee | papayas |
| doo | two |
| acchaa | fine |
| 18 G: <u>acchaa, doo papiitee deenaa.</u> | <u>O.K., give me two papayas.</u> |

pakkaa

pakkee

ripe (m sg)

ripe (m pl)

19 G: pakkee deenaa.

Give me ripe ones.

santree

oranges

20 P: santree bhii liijiye.

Take some oranges too.

kaafii

enough (adj)

nahii

no (part)

21 G: nahii, kaafii hai.

No, that's enough.

Cultural Notes

Our first conversation takes place in Aligarh, well-known as the seat of Aligarh Muslim University. Aligarh is located in Uttar Pradesh between Delhi and Agra, about eighty miles south of Delhi, near the east bank of the Jumna River.

The atmosphere here is somewhat less cosmopolitan than Delhi, and Hindi and Urdu are much more widely used. Nevertheless, in the larger commercial establishments, most personnel will speak English. Hindi is necessary however only when one wishes to deal with smaller shopkeepers, such as the fruit-seller in the present conversation. Such merchants are accustomed to talking with villagers from the surrounding countryside who speak their own dialects, and whose control of Hindi may not be very good. The style of Hindi used in bazaar transactions, therefore, is a very simple one.

Bazaar conversations are quite informal. The use of the neutral request form, as in deenaa, which does not commit the speaker to being either overly polite or overly familiar, is typical. Westerners or other well-dressed persons, however, are most often addressed with the polite -iye form.

Of the fruits mentioned, ber is not found in the United States. Its taste is something like that of a plum.

In the traditional Indian currency system, the rupee was divided into sixteen annas, and the anna into four pice. Since the currency reform of 1957, the rupee has been equal to 100 new pice. The term anna, however, continues to be used in informal conversations.

Note that the customer does not say "No, thank you," in refusing. The lack of a "Thank you" here is not considered impolite in India although it might be in European languages. "Thank you" is used only when somebody has done one a real favor.

Word Study

Classroom expressions. In this section we introduce a few additional Hindi phrases which will be used in class. They should be practiced until the pronunciation is learned. After that, since the instructor will use them constantly, very little special effort will be required to learn them.

namastee.

(a greeting which may be used when entering or leaving a room, meeting people or departing)

aap
sab
loog
sab loog
phir
zoor-see
hindii
booliyee

you (pro)
all (adj)
people (m pl)
everybody
again (adv)
loudly (adv)
Hindi (f)
please speak

aap booliyee.
sab loog booliyee.
phir booliyee.
zoor-see booliyee.
hindii booliyee.

Please speak.
Everyone speak, please.
Please say it again.
Please speak loudly.
Please speak Hindi.

Thiik
nahĩĩ

correct (adj)
not (part)

Thiik hai?
Thiik hai.
Thiik nahĩĩ.

Is that right?
That's right.
That's not right.

karnaa
šuruu karnaa
šuruu kiijiyee

to make
to make (something) begin
please begin.

aap šuruu kiijiyee.

Please begin.

bas

enough (part)

bas, Thiik hai.

All right, that's enough.

aap samjhee?
samajh gayaa.
samajh gaii.

Do you understand?
I understand. (said by a man)
I understand. (said by a woman)

Pronunciation Drills

Pronunciation drills are most effectively done if the students are not looking at the items as they repeat them. The instructor may relate the sounds to the written forms after, but not before, the students have mastered the pronunciation.

1. ai

This vowel is likely to cause an English speaker the most difficulty. It is pronounced differently in different parts of India. Some speakers pronounce it as a single sound, others as a diphthong. The class should imitate the pronunciation of the instructor.

A. Imitation drill

ai	aip
bai	aib
lai	aim
nai	ain
sai	ais
yai	aiy
jai	aij
gai	aig
hai	aik

As each new type of drill is introduced, its use will be illustrated step by step. Each step should be practiced as many times as is necessary.

Step 1: Listening

The instructor reads the drill while the class listens.

Step 2: Repetition: class

The instructor reads each item and the class repeats. This step is repeated as many times as the instructor thinks necessary.

Step 3: Repetition: individual

A different student repeats each item.

B. Imitation drill

(Notice that hai tends to fade when it is unstressed.)

kyaa hai.	keelaa hai.
seeb hai.	taazaa hai.
beer hai.	kaafii hai.
baat hai.	santraa hai.
phal hai.	acchaa hai.
sab hai.	pakkaa hai.
baazaar hai.	papiitaa hai.

C. Additive drill

The instructor gives the sentences in the first column in Drill B. The class adds yee and repeats the sentences.

Step 1: Repetition

Since the items are those in Drill B, this step is omitted for this drill.

Step 2: Reinforcement

<u>Instructor</u>	<u>Class</u>	<u>Instructor</u>	<u>Class</u>
kyaa hai.	yee kyaa hai.	yee kyaa hai.	yee kyaa hai.
seeb hai.	yee seeb hai.	yee seeb hai.	yee seeb hai.
beer hai.	yee beer hai.	yee beer hai.	yee beer hai.

Step 3: Production: class

<u>Instructor</u>	<u>Class</u>
kyaa hai.	yee kyaa hai.
seeb hai.	yee seeb hai.
beer hai.	yee beer hai.

Step 4: Production: individual

Instructor: kyaa hai.
1st Student: yee kyaa hai.

Instructor: seeb hai.
2nd Student: yee seeb hai.

Instructor: beer hai.
3rd Student: yee beer hai.

D. Additive drill

Repeat Drill C, adding woo instead of yee.

<u>Instructor</u>	<u>Class</u>
kyaa hai.	woo kyaa hai.

2. है

Although nasalization of vowels is not important in English, we do occasionally use it in certain utterances which do not have the status of words, e.g., huh? 'What did you say?' uh huh 'yes,' uh uh 'no.' The only difference between huh and the first part of the word hut is that the vowel of huh is nasalized while the vowel of the hut is not. The difference between nasalized and un-nasalized vowels is very important in Hindi-Urdu. Nasalization serves to distinguish the singular hai 'is' from the plural hāī 'are.'

Practice alternating huh and hu- of hut.

Practice alternating huh and hāī.

A. Imitation drill

ai	aiP
bai	aiB
lai	aiM
nai	aiN
sai	aiS
sei	aiS
jai	aiJ
gai	aiG
hai	aiH

B. Imitation drill

kyaa hai.	keele hai.
seeb hai.	kaafii hai.
beer hai.	taazee hai.
phal hai.	santree hai.
sab hai.	acchee hai.
	pakke hai.
	baazaar hai.
	papiitee hai.

C. Additive drill

The instructor gives the sentences in the first column in Drill B. The class adds yee and repeats the sentence.

D. Additive drill

Repeat Drill C, adding woo instead of yee.

3. ai-hai contrasted

A. Response drill

You will hear a question, either yee kyaa hai. or yee kyaa hai. Answer yee seeb hai. or yee seeb hai. Response drills omit the imitation step of additive drills and begin with the reinforcement step.

Instructor: yee kyaa hai.
Class: yee seeb hai.

Instructor: yee kyaa hai.
Class: yee seeb hai.

B. Chain drill

All chain drills follow the individual production step of additive drills. The instructor begins with the example and the student gives the reply. This student in turn produces another utterance and the next student gives the reply -- and so on around the class.

Repeat Drill A as a chain drill with one student asking the question yee kyaa hai. or yee kyaa hai. and the next student answering with yee baazaar hai. or yee baazaar hai.

Instructor: yee kyaa hai.
1st Student: yee baazaar hai.

1st Student: yee kyaa hai.
2nd Student: yee baazaar hai.

Response drills omit the repetition step of production drills and begin with the reinforcement step.

4. aa and ee

The main difference between the Hindi ee of EEK and the vowel of English ache is 1) the Hindi vowel is longer and 2) it does not have the i-diphthong of the English vowel. A Hindi speaker hears ache as a shortened version of eeik. Hindi aa is similar to a lengthened form of the vowel in ah.

A. Imitation drill

Drills that have horizontal lines are practiced across as well as vertically.

Group 1

aa-----ee
baa bee
maa mee
naa nee
laa lee
saa see
ṣaa ṣee
jaa jee
gaa gee
haa hee

Group 2

aab-----eeb-----aap-----eep
aaz eez aas ees
aan een aaṣ eeṣ
aaj eej aac eec
aag eeg aak eek

B. Imitation drill

yee	aanaa
seeb	aanee
beer	taazaa
eek	taazee
baat	keelaa
kyaa	keelee
	deenaa
	deenee
	leenaa
	leenee

C. Buildup drill

taazee/keelelee/leenaa.
eek/taazaa/keelaa/leenaa.
taazee/seeb/deenaa.
eek/taazaa/seeb/deenaa.
taazee/beer/deenaa.
eek/taazaa/beer/deenaa.

Buildup drills are done in the following manner:

Instructor

taazee keelee leenaa.
taazee keelee leenaa.
leenaa.
leenaa.
keelelee leenaa.
keelelee leenaa.
taazee keelelee leenaa.
taazee keelelee leenaa.

Class

taazee keelee leenaa.
taazee keelee leenaa.
leenaa.
leenaa.
keelelee leenaa.
keelelee leenaa.
taazee keelelee leenaa.
taazee keelelee leenaa.

5. aa-ee-ai-āī contrasted

A. Buildup drill

baazaar/hāī.	yee/baazaar hai.
seeb/hāī.	yee/seeb hai.
keele/hāī.	yee/keelaa hai.
beer/hāī.	yee/beer hai.
aanee/hāī.	yee/aanaa hai.
eek/baazaar hai.	yee/baazaar hāī.
eek/seeb hai.	yee/seeb hāī.
eek/keelaa hai.	yee/keele hāī.
eek/beer hai.	yee/beer hāī.
eek/aanaa hai.	yee/aanee hāī.

6. p and k

Procedure

1. Hold your hand close to your mouth and pronounce the English words pea, pie, Poe, Pooh. Notice the puff of air, which we call aspiration.
2. Pronounce the words as if they were written sp---. Notice that the amount of aspiration is much less this time.
3. Pronounce the word spy slowly, pausing just before you pronounce the p. Notice how you pronounce the p without aspiration.
4. Pronounce the word spy without the s, keeping the p unaspirated. Check yourself with your hand. When your instructor accepts this, try the same procedure with the other words above. When you can pronounce these four words easily, practice the Hindi items: pee, pai, pai, paa.
5. Repeat steps 1 through 4 with k.

When p and k come at the end of syllables or words, they are pronounced almost exactly as they are in English.

A. Imitation drill

pee-----kee	peepee-----keekee
pai kai	paipai kaiikai
paa kaa	paapaa kaakaa
pai kai	paipai kaiikai
pee kee	peepee keekee

C. Buildup drill

pakkee	kyaa
paisaa	kaafii
paisee	keeleee
papiitaa	keelaa
papiitee	kaisaa
pakkaa	kaisee
	karnaa
	kiijiyee

yee/kyaa hai.
yee/keelaa hai.
yee/kaafii hai.
yee/kaafii hāī.
yee/papiitaa hai.

keelaa/kyaa hai.
keelaa/kaisaa hai.
keele/kaisee hāĩ.
papiitaa/kyaa hai.
papiitaa/kaisaa hai.

7. ph and kh

Compare the following pairs of words as the instructor reads them:

pal	second
phal	fruit

kaan	ear
khaan	mine

paag	turban
phaag	a celebration

kaanaa	one-eyed man
khaanaa	to eat

Notice that aspiration in Hindi is stronger than it is in English.

A. Imitation drill

phaa-----khaa
phai khai
phee khee
phai khai
phaa khaa

phaaphaa----khaakhaa
phaiphai khaikhai
pheaphee kheekhee
phaiphai khaikhai
phaaphaa khaakhaa

B. Imitation drill

phal
phir
phaag
phailee
phankaa

kh
kha
khaa
khaaj
khaai
khooi
khaana
khaaiye

C. Buildup drill

yee/phal hai.
yee/phal hāĩ.
yee/phal-waalaa hai.
yee/phal-waalee hāĩ.

phal/khaaiyee.
phal/khaanaa.
phir/khaaiyee.
phir/khaanaa.

8. p-ph, k-kh contrasted

A. Buildup drill

papiitaa/kyaa hai.	eek/papiitaa/khaaiyee.
papiitaa/phal hai.	phal/kaisaa hai.
keelaa/!yaa hai.	papiitaa/kaisaa hai.
keelaa/phal hai.	phal/kaisee hāī.
eek/keelaa/khaaiyee.	papiitee/kaisee hāī.
keēlee/khaaiyee.	papiitaa/phir/khaaiyee.
sab/phal/khaaiyee.	keelaa/phir/khaaiyee.

9. Vowel length and rhythm

The rhythm of a Hindi sentence is determined mainly by the length of the vowels. For this reason, control of vowel length is essential.

A. Imitation drill:

1. seeb type

seeb	daam
eek	loog
beer	koos
sair	duur
jain	phuul
baat	ciiz
saag	biis

2. sab type

sab	kuch
kab	us
kam	un
kal	in
phal	is
pul	pin
cup	phir

B. Additive drill

1. add hai.

seeb	seeb
eek	sab
baat	koos
daam	kus
kaam	phuul
pin	paag
jin	pag
sab	kaam
sac	kam

2. add yee.

seeb hai.
eek hai.
cup hai.
phal hai.
daam hai.
pin hai.
sikh hai.
baag hai.
beer hai.

C. Imitation drill

1. baazaar type

baazaar
aacaar
aasaar
diivaar
aasmaan
saamaan
jaapaan
maaluum
maasuum

2. bahut type

bahut
mahal
pahar
sahar
garam
baraf
bakas
nazar
namak

D. Additive drill

1. add hai.

baazaar	baazaar
diiwaar	bahut
saamaan	maaluum
maasuum	mahal
maaluum	saamaan
bahut	saman
mahal	baadaam
garam	asar
namak	jaapaan
nazar	jalaj

2. add woo.

baazaar hai.
diiwaar hai.
jalaj hai.
magar hai.
maasuum hai.
namak hai.
aasmaan hai.
saamaan hai.
jaapaan hai.
bakas hai.

E. Imitation drill

1. keelaa-santraa type

keelaa	hindii
leenaa	santraa
deenaa	karnaa
kaisaa	sastaa
paisaa	acchaa
kaafii	pakkaa
khaanaa	
taazaa	
boolnaa	

2. saahab type

saahab
soohan
moohan
moohar
jookar
jaaman
uupar
suujan
baahar
baabul
baalam

F. Additive drill

1. add hai.

keelaa	keelaa
santraa	saahab
khaanaa	kaisaa
karnaa	suujan
kaafii	sastaa
saahab	soohan
soohan	paisaa
baahar	baalam
baalam	boolnaa

2. add yee.

keelaa hai.
moohan hai.
jookar hai.
santraa hai.
acchaa hai.
taazaa hai.
saahab hai.
jaaman hai.
hindii hai.

G. Imitation drill

1. aaiyee type

aaiyee.
jaaiyee.
laaiyee.
khaaiyee.
sooiyee.

2. suniyee type

suniyee.
miliyee.
baqiyyee.
caliyee.
giniyee.
likhiyee.
rukiyee.
rakhiyee.

3. booliyee type

booliyee.
rookiyee.
jaaniyee.
beeciyyee.
kheeliyee.
deekhiyee.
diijiyee.
liijiyyee.
kiijiyee.
piiijiyyee.

4. aaiyee, suniyee, booliyee types alternated.

aaiyee.
suniyee.
booliyee.
jaaniyee.
jaaiyee.
caliyee.
rakhiyee.
khaaiyee.
kiijiyee.
liijiyyee.
likhiyee.
laaiyee.

H. Additive drill

The instructor gives the items in Drill G and the class repeats adding saahab.

Instructor

aaiyee.

Class

aaiyee saahab.

Grammar Drills

1. Marked masculine nouns

Most but not all masculine nouns ending in -aa have -ee in the plural. We call these marked nouns.

santraa khaiyee.

papiitaa hai.

santree bhii liijiye.

doo papiitee deenaa.

A. Substitution drill: singular

Have an orange.

eek (santraa) khaiyee.

keelaa

papiitaa

As with the pronunciation drills, each new drill type will be illustrated step by step. Each step should be practiced as many times as is necessary.

Step 1: Repetition

Instructor

eek santraa khaiyee.

eek keelaa khaiyee.

eek papiitaa khaiyee.

Class

eek santraa khaiyee.

eek keelaa khaiyee.

eek papiitaa khaiyee.

Step 2: Reinforcement

Instructor

eek santraa khaiyee.

keelaa

eek keelaa khaiyee.

papiitaa

eek papiitaa khaiyee.

Class

eek santraa khaiyee.

eek keelaa khaiyee.

eek keelaa khaiyee.

eek papiitaa khaiyee.

eek papiitaa khaiyee.

Step 3: Production: class

Instructor

eek santraa khaiyee.

keelaa

papiitaa

Class

eek santraa khaiyee.

eek keelaa khaiyee.

eek papiitaa khaiyee.

Step 4: Production: individual

Instructor: santraa
1st Student: eek santraa khaaiyee.

Instructor: keelaa
2nd Student: eek keelaa khaaiyee.

Instructor: papiitaa
3rd Student: eek papiitaa khaaiyee.

B. Substitution drill: plural

Have two oranges.

doo (santree) khaaiyee.
keelee
papiitsee

C. Transformation drill: singular to plural

A few new marked masculine nouns have been introduced in this drill to emphasize that nearly all such nouns have -aa in the singular and -ee in the plural. They are not to be translated.

Instructor

Take an orange.

eek keelaa liijiye.
eek santraa liijiye.
eek aanaa liijiye.
eek moozaa liijiye.
eek papiitaa liijiye.
eek juutaa liijiye.
eek taagaa liijiye.
eek pyaalaa liijiye.
eek paisaa liijiye.
eek kamraa liijiye.
eek lifaafaa liijiye.
eek rupayaa liijiye.

Class

Take two oranges.

doo keelee liijiye.
santree
aanee
moozee
papiitsee
juutsee
taagee
pyaalsee
paieee
kamree
lifaafsee
rupayee.

Step 1: Repetition

Instructor

doo keelee liijiye.
doo santree liijiye.
doo aanee liijiye.

Class

doo keelee liijiye.
doo santree liijiye.
doo aanee liijiye.

Step 2: Reinforcement

Instructor

eek keelaa liijiye.
doo keelee liijiye.

eek santraa liijiye.
doo santree liijiye.

eek aanaa liijiye.
doo aanee liijiye.

Class

doo keelee liijiye.
doo keelee liijiye.

doo santree liijiye.
doo santree liijiye.

doo aanee liijiye.
doo aanee liijiye.

Step 3: Production: class

Instructor

Class

eek keelaa liijiye.

doo keelee liijiye.

eek santraa liijiye.

doo santree liijiye.

eek aanaa liijiye.

doo aanee liijiye.

Step 4: Production: individual

Instructor: eek keelaa liijiye.

1st Student: doo keelee liijiye.

Instructor: eek santraa liijiye.

2nd Student: doo santree liijiye.

D. Transformation drill: plural to singular

Repeat Drill C in reverse.

Instructor

Class

doo keelee liijiye.

eek keelaa liijiye.

2. The auxiliary verb hai, hāī 'is, are'

hai 'is' and hāī 'are' are third person singular and plural forms of the irregular auxiliary verb.

woo kyaa hai.

papiitaa hai.

bahut miiThaa hai.

yee kyaa hāī.

yee beer hāī.

acchee hāī.

A. Substitution drill: singular

B. Substitution drill: plural

It's a papaya.

They're papayas.

(papiitaa) hai.

(papiitee) hāī

keelaa

keelee

santraa

santree

phal-waalaa

phal-waaalee

C. Transformation drill: singular to plural

Instructor

Class

He's a fruit-seller.

They're fruit-sellers.

phal-waalaa hai.

phal-waaalee hāī.

papiitaa hai.

papiitee hāī.

keelaa hai.

keelee hāī.

santraa hai.

santree hāī.

D. Transformation drill: plural to singular

Repeat Drill C in reverse.

Instructor

phal-waalee hai.

Class

phal-waalaai hai.

3. Unmarked masculine nouns.

Masculine nouns ending in consonants, or vowels other than -aa, have the same form in the singular and plural. We call them unmarked nouns.

seeb bhii hāī.

liijiye, eek seeb khaaiye.

yee beer hāī.

A. Double substitution drill: singular and plural

Take an apple.

(eek) (seeb) liijiye.
beer

doo

seeb

eek

Step 1: Repetition

Instructor

eek seeb liijiye.

doo seeb liijiye.

doo beer liijiye.

Class

eek seeb liijiye.

doo seeb liijiye.

doo beer liijiye.

Step 2: Reinforcement

Instructor

eek seeb liijiye.

doo

doo seeb liijiye.

beer

doo beer liijiye.

eek

eek beer liijiye.

Class

eek seeb liijiye.

doo seeb liijiye.

doo seeb liijiye.

doo beer liijiye.

doo beer liijiye.

eek beer liijiye.

eek beer liijiye.

Step 3: Production: class

Instructor

eek seeb liijiye.

doo

beer

Class

eek seeb liijiye.

doo seeb liijiye.

doo beer liijiye.

Step 4: Production: individual

Instructor: eek seeb
1st Student: eek seeb liijiyee.

Instructor: doo
2nd Student: doo seeb liijiyee.

B. Transformation drill: singular to plural

<u>Instructor</u>	<u>Class</u>
This is a ber.	These are ber.
yee eek beer hai.	yee doo beer hāY.
yee eek seeb hai.	seeb
yee eek phal hai.	phal
yee eek baazaar hai.	baazaar
yee eek gaahak hai.	gaahak

C. Transformation drill: plural to singular

Repeat Drill B in reverse.

D. Transformation drill: marked and unmarked nouns, singular to plural

<u>Instructor</u>	<u>Class</u>
That's a banana.	Those are bananas.
woo eek keelaa hai.	woo doo keelee hāY.
woo eek seeb hai.	seeb
woo eek papiitaa hai.	papiitee
woo eek gaahak hai.	gaahak
woo eek beer hai.	beer
woo eek santraa hai.	santree
woo eek phal hai.	phal
woo eek baazaar hai.	baazaar
woo eek phal-waalaa hai.	phal-waaalee

E. Transformation drill: marked and unmarked nouns, plural to singular

Repeat Drill D in reverse.

4. Stressed kyaa

The interrogative pronoun kyaa 'what' usually occurs just before the verb.
There is only one form for the singular and the plural.

woo kyaa hai.
woo kyaa hāY.

A. Transformation drill

Substitute kyaa for the noun.

<u>Instructor</u>	<u>Class</u>
This is a market.	What's this?
yee baazaar hai.	yee kyaa hai.
yee phal hai.	yee kyaa hai.
yee beer hai.	yee kyaa hai.
yee beer hāī.	yee kyaa hāī.
yee santree hāī.	yee kyaa hāī.
yee santraa hai.	yee kyaa hai.
woo keelaa hai.	woo kyaa hai.
yee santree hāī.	yee kyaa hāī.
woo seeb hai.	woo kyaa hai.
yee seeb hāī.	yee kyaa hāī.
woo papiitaa hai.	woo kyaa hai.
yee baazaar hai.	yee kyaa hai.

B. Individual chain drill

All chain drills follow the same procedure as step 4 in other drill types. The instructor always begins these drills, and the drill is continued around the class until the pattern is learned.

Use any of the questions and answers in Drill A.

Instructor:	woo kyaa hai.	What's that?
1st Student:	woo papiitaa hai.	That's a papaya.
1st Student:	yee kyaa hāī.	
2nd Student:	yee santree hāī.	

5. Verbal request forms

The polite request form ends in -iyeē, and the neutral request form in -naa. These endings are added to the verbal roots.

<u>root</u>		<u>polite request</u>	<u>neutral request</u>
khaa	eat	khaaiyee	khaanaa
aa	come	aaiyee	aanaa
bool	speak	booliyee	boolnaa

Four verbs have a different pattern in the polite request form:

lee	take	liijiyeē	leenaa
dee	give	diijiyeē	deenaa
kar	make	kiijiyeē	karnaa
pii	drink	piijiyeē	piinaa

aiiyeē saahab.liijiyeē, eek seeb khaaiyee.hindii booliyee.ʒuruu kiijiyeē.doo papiitee deenaa.

The polite request form is most frequently used when one wishes to convey respect, as when talking to a saahab, a customer, or a teacher. The neutral request form is slightly less formal and is employed towards service personnel, small shop keepers, taxi drivers, etc. One may use either polite or neutral forms towards one's equals, depending on how formal one wishes to be.

The -naa form is also the infinitive, the form in which the verb is usually cited.

5.1 The regular pattern

A. Transformation drill: neutral to polite

A few new verbs have been added here to emphasize that this is the pattern for all verbs except the four mentioned above.

<u>Instructor</u>	<u>Class</u>
Come	Please come.
aanaa.	aaiyee.
khaanaa.	khaaiyee.
jaanaa.	jaaiyee.
laanaa.	laaiyee.
soonaa.	sooiyee.
boolnaa.	booliyee.
kheelnaa.	kheeliyee.
rooknaa.	rookiyee.
milnaa.	miliyee.
calnaa.	caliyee.
sunnaa.	suniyee.
ruknaa.	rukiyee.
nikaalnaa.	nikaaliyee.

B. Transformation drill: polite to neutral

Repeat Drill A in reverse.

5.2 The pattern of leenaa, deenaa, karnaa

A. Transformation drill: neutral to polite

<u>Instructor</u>	<u>Class</u>
Take it.	Please take it.
leenaa.	liijiyyee.
deenaa.	diijiyyee.
karnaa.	kiiijiyyee.
Suruu karnaa.	Suruu kiiijiyyee.

B. Transformation drill: polite to neutral

Repeat Drill A in reverse.

<u>Instructor</u>	<u>Class</u>
liijiye.	leenaa.

C. Transformation drill: neutral to polite

<u>Instructor</u>	<u>Class</u>
Have an apple.	Please have an apple.
eek seeb khaanaa.	eek seeb khaaiyee.
eek santraa leenaa.	eek santraa liijiye.
eek papiitaa deenaa.	eek papiitaa diijiye.
doo keelee deenaa.	doo keelee diijiye.
doo beer leenaa.	doo beer liijiye.
doo seeb khaanaa.	doo seeb khaaiyee.

D. Transformation drill: polite to neutral

Repeat Drill A in reverse.

<u>Instructor</u>	<u>Class</u>
eek seeb khaaiyee.	eek seeb khaanaa.

E. Substitution drill: polite

Here, won't you have an apple?
 liijiye, eek (seeb) khaaiyee.
 beer
 keelaa
 santraa
 papiitaa

F. Substitution drill: neutral

Come here and give me two apples.
 aanaa, doo (seeb) deenaa.
 santree
 papiitee
 beer
 keelee

G. Transformation drill: neutral to polite

<u>Instructor</u>	<u>Class</u>
Come here and give me an apple.	Would you please come here and give me an apple?
aanaa, eek seeb deenaa.	aaiyee, eek seeb diijiye.
aanaa, eek santraa deenaa.	aaiyee, eek santraa diijiye.
aanaa, eek keelaa deenaa.	aaiyee, eek keelaa diijiye.
leenaa, doo keelee khaanaa.	liijiye, doo keelee khaaiyee.
leenaa, doo santree khaanaa.	liijiye, doo santree khaaiyee.
leenaa, doo seeb khaanaa.	liijiye, doo seeb khaaiyee.

6. Adjectives with masculine nouns

Marked adjectives end in -aa in the singular and -ee in the plural when referring to marked or unmarked masculine nouns. We call this relationship agreement. Adjectives not ending in -aa, such as kaafii 'enough,' have only one form for both singular and plural. We call them unmarked adjectives.

EEK seeb khaiyee. bahut miThaa hai.
 keelee kaisee hāī. acchee hāī. bahut taazee hāī.
 nahī, kaafii hai.

A. Conversational response drill

<u>gaahak</u>	<u>phai-waala</u>
How are the bananas?	They're good.
keelee kaisee hāī.	acchee hāī.
keelaa kaisaa hai.	acchaa hai.
santraa kaisaa hai.	acchaa hai.
seeb kaisee hāī.	acchee hāī.
beer kaisaa hai.	acchaa hai.
papiitaa kaisaa hai.	acchaa hai.
sancree kaisee hāī.	acchee hāī.
beer kaisee hāī.	acchee hāī.
phal kaisaa hai.	acchaa hai.
papiitaa kaisee hāī.	acchee hāī.

Step 1: Repetition

<u>Instructor</u>	<u>Class</u>
acchee hāī.	acchee hāī.
acchaa hai.	acchaa hai.
acchaa hai.	acchaa hai.

Each response is practiced in the same way.

Step 2: Reinforcement

<u>Instructor</u>	<u>Class</u>
keelee kaisee hāī.	acchee hāī.
acchee hāī.	acchee hāī.
keelaa kaisaa hai.	acchaa hai.
acchaa hai.	acchaa hai.
santraa kaisaa hai.	acchaa hai.
acchaa hai.	acchaa hai.

Each sentence of the drill is practiced in the same way.

Step 3: Production: class

<u>Instructor</u>	<u>Class</u>
keelee kaisee hāī.	acchee hāī.
keelaa kaisaa hai.	acchaa hai.
santraa kaisaa hai.	acchaa hai.

Step 4: Production: individual

Instructor: keelee kaisee hāī.
1st Student: acchee hāī.

Instructor: keelaa kaisaa hai.
2nd Student: acchaa hai.

B. Conversational response drill

Repeat Drill A using bahut taazaa hai and bahut taazee hāī in the response.

C. Conversational response drill

Repeat Drill A in reverse, using bahut miithaa hai and bahut miithe hāī.

D. Substitution-agreement drill

(Underlining in substitution-agreement drills indicates the words which must agree.)

(keelee) kaisee hāī.
santraa
papiitee
santree
keelaa
papiitaa
keelee

E. Chain drill

A customer asks a fruit-seller about his fruit. The fruit-seller answers that they are very fresh, etc.

gaahak: beer kaisee hāī.
phal-waalaa: bahut miithe hāī.

gaahak: phal kaisaa hai.
phal-waalaa: bahut acchaa hai.

F. Additive drill

The class repeats the sentence of the instructor, adding bahut miithaa hai or bahut miithe hāī.

Instructor

Have an apple.

eek seeb khaaiyee.
santraa liijiyyee.
keelee liijiyyee.
eek beer khaaiyee.
papiitaa liijiyyee.
santree liijiyyee.
eek seeb khaaiyee.
keelee liijiyyee.

Class

Have an apple. It's very sweet.

eek seeb khaaiyee. bahut miithaa hai.
santraa liijiyyee. bahut miithaa hai.
keelee liijiyyee. bahut miithe hāī.
eek beer khaaiyee. bahut miithaa hai.
papiitaa liijiyyee. bahut miithaa hai.
santree liijiyyee. bahut miithe hāī.
eek seeb khaaiyee. bahut miithaa hai.
keelee liijiyyee. bahut miithe hāī.

Step 1: Repetition

Instructor

eek seeb khaaiyee. bahut miithaa hai.
santraa liijiyyee. bahut miithaa hai.
keelee liijiyyee. bahut miithe hāī.

Class

eek seeb khaaiyee. bahut miithaa hai.
santraa liijiyyee. bahut miithaa hai.
keelee liijiyyee. bahut miithe hāī.

Step 2: Reinforcement

Instructor

eek seeb khaaiyee.
eek seeb khaaiyee. bahut miThaa hai.

santraa liijiye.
santraa liijiye. bahut miThaa hai.

Class

eek seeb khaaiyee. bahut miThaa hai.
eek seeb khaaiyee. bahut miThaa hai.

santraa liijiye. bahut miThaa hai.
santraa liijiye. bahut miThaa hai.

Step 3: Production: class

Instructor

eek seeb khaaiyee.
santraa liijiye.
keelee liijiye.

Class

eek seeb khaaiyee. bahut miThaa hai.
santraa liijiye. bahut miThaa hai.
keelee liijiye. bahut miThee hāī.

Step 4: Production: individual

Instructor: eek seeb khaaiyee.
1st Student: eek seeb khaaiyee. bahut miThaa hai.

Instructor: santraa liijiye.
2nd Student: santraa liijiye. bahut miThaa hai.

G. Additive drill

The class repeats the sentence of the instructor, adding bahut acchaa hai or bahut acchee hāī.

Instructor

These are papayas.
yee papiitee hāī.
yee seeb hai.
yee seeb hāī.
yee santraa hai.
yee keelaa hai.
yee papiitee hāī.
yee beer hāī.
yee seeb hai.

Class

These are papayas. They're very good.
yee papiitee hāī. bahut acchee hāī.
yee seeb hai. bahut acchaa hai.
yee seeb hāī. bahut acchee hāī.
yee santraa hai. bahut acchaa hai.
yee keelaa hai. bahut acchaa hai.
yee papiitee hāī. bahut acchee hāī.
yee beer hāī. bahut acchee hāī.
yee seeb hai. bahut acchaa hai.

7. Adjectives used as nouns.

Any adjective can be used as a noun. It agrees with the noun it refers to.

acchaa, doo papiitee deenaa. pakkee deenaa.

A. Substitution drill: masculine plural

Give me ripe ones.

(pakkee) deenaa.
acchee
taazee
miThee
kaafii

B. Conversational response drill: masculine singular and plural

phal-waalaa

They're ripe.

pakkee hāī.
 acchee hāī.
 taazee hāī.
 miīThee hāī.
 miīThaa hai.
 taazaa hai.
 acchaa hai.
 pakkaa hai.

gaahak

O.K. Give me ripe ones.

acchaa, pakkee deenaa.
 acchee
 taazee
 miīThee
 miīThaa
 taazaa
 acchaa
 pakkaa

C. Additive drill

gaahak

Give me two papayas.

doo papiitee deenaa.
 eek papiitaa deenaa.
 eek santraa deenaa.
 doo seeb deenaa.
 eek keelaa deenaa.
 doo keelee deenaa.
 eek seeb deenaa.
 doo santree deenaa.

gaahak

Give me two papayas. Give me fresh ones.

doo papiitee deenaa. pakkee deenaa.
 pakkaa
 pakkaa
 pakkee
 pakkaa
 pakkee
 pakkaa
 pakkee

D. Individual chain drill

Customer: What's that?

Fruit-seller: It's a papaya, sir.

Customer: O.K. Give me two papayas. Give me fresh ones.

gaahak: woo kyaa hai.

phal-waalaa: papiitaa hai saahab.

gaahak: acchaa, doo papiitee deenaa. pakkee deenaa.

gaahak: yee kyaa hāī.

phal-waalaa: seeb hāī saahab.

gaahak: acchaa, eek seeb deenaa. miīThaa deenaa.

Review Conversations

1. A: yee.kyaa hāī.

B: santree hāī.

A: kaisee hāī.

B: bahut miīThee hāī.

Substitutions: keelaa, acchaa, papiitee, pakkee

2. A: aaiyee saahab. papiitee liijiye.

B: pakkee hāī?

A: bahut pakkee hāī saahab.

B: acchaa, doo papiitee deenaa.

Substitutions: keelaa, beer, santraa

3. A: yee keelee kaisee hāī.

B: miīThee hāī. samjhee?

A: nahī, phir booliye.

B: miīThee hāī, bahut miīThee.

A: acchaa, doo deenaa.

Substitutions: beer, santree, papiitee

Procedure for using the review conversations

- Step 1: Before the class has looked at a conversation, the instructor reads it in as natural a manner as possible, looking to the left for one role and to the right for another.
- Step 2: The instructor rereads the conversation two or three times, with half of the class repeating one role and the other half repeating the other role.
- Step 3: The two halves of the class exchange roles and Step 2 is repeated.
- Step 4: The conversation is repeated as a dialog between the instructor, who takes the first part, and the class.

Step 5: The class takes the first part and Step 4 is repeated.

Step 6: Individual students give the conversation in pairs.

Step 7: Substitutions. Individual students give the conversation with substitutions, making whatever changes may be necessary in the rest of the conversation.

Review Conversations are designed to lead into free conversation within the limits of the student's vocabulary and the grammatical patterns he has learned.

Examples:

1st Student: yee kyaa hai.

2nd Student: keelaa hai.

1st Student: kaisaa hai.

2nd Student: bahut miThaa hai.

3rd Student: yee kyaa hai.

4th Student: keelaa hai.

3rd Student: kaisaa hai.

4th Student: bahut acchaa hai.

5th Student: yee kyaa hāī.

6th Student: yee papiitee hāī.

5th Student: kaisee hāī.

6th Student: bā t acchee hāī.

Unit I Part B

Conversation

1 miThaaii-kii dukaan.

2 mathuraa, 'sahar-mēē.

3 gaahak: yee kyaa hāī.

4 miThaaii-waalaa: yee peeRee hāī.

5 bahut acchee hāī, aur saste bhi.

6 gaahak: aur woo chooTii miThaaiyā?

7 miThaaii-waalaa: khurcan hai, bahut acchi hai.

8 gaahak: kyaa rasgullee hāī?

9 miThaaii-waalaa: jii nahī, rasgullee too aaj nahī hāī.

10 daahinee haath-par miltee hāī.

11 gaahak: aur rooTii kahā miltee hai.

12 miThaaii-waalaa: mujhee maaluum nahī.

13 udhar bahut dukaanē hāī.

14 gaahak: suniye, kyaa yee peeRee taazee hāī?

15 miThaaii-waalaa: jii hāī, sab miThaaiyā taazii hāī.

16 gaahak: acchaa, too eek seer deenaa.

17 miThaaii-waalaa: peeRee yaa khurcan saahab.

18 gaahak: doonē. peeRee deenaa, aur khurcan bhi.

19 gaahak: kitnaa paisaa huaa.

20 miThaaii-waalaa: tiin rupae.

21 gaahak: Thiik hai?

22 miThaaii-waalaa: nahī. doo nahī. tiin rupae diijiye.

23 gaahak: acchaa. sama'jh gayaa.

24 miThaaii-waalaa: phir aaiye.

25 aap-kii dukaan hai.

Vocabulary and Translation of the Conversation

gaahak:

miThaaii-waalaa:

A customer (m/f)

A sweet-seller (m)

dukaan

shop, stand (f)

miThaaii

candy, sweet

miThaaii-kaa

of sweet (adj)

1 miThaaii-kii dukaan.

A sweet-shop.

mathuraa

Mathura (m)

- ſahar

city (m)

ſahar-mēē

in the city

2 mathuraa, ſahar-mēē.

Mathura, in the city.

3 G: yee kyaa hāī.

What are these?

peeRaa

pera (a kind of candy)

4 M: yee peeRee hāī.

They're peras.

aur

and (conj)

sastaa

inexpensive, cheap

5 M: bahut acchee hāī, aur saste bhi.

They're very good, and cheap, too.

miThaaiyāā

sweets

chooTaa

small

chooTii miThaaiyāā

small sweets

6 G: aur woo chooTii miThaaiyāā?

And those little sweets?

khurcan

khurcan (f) (a kind of candy)

acchii hai

it is good

7 M: khurcan hai, bahut acchii hai.

It's khurcan. It's very good.

kyaa

question marker

rasgullaa

rasgulla

8 G: kyaa rasgullee hāī?

Are there any rasgullas?

jii

(honorific particle)

jii nahī

no, sir

too

(emphatic particle)

aaj

today (adv)

nahī hāī

are not

9 M: jii nahī, rasgullee too aaj
nahī hāī.

No, sir, there aren't any rasgullas
today.

daahinaa

haath

daahinee haath-par

miltaa hai

miltee hāī

10 M: daahinee haath-par miltee hāī.

rootii

kahāā

miltii hai

11 G: aur rootii kahāā miltii hai.

mujhee

maaluum

mujhee maaluum hai

12 M: mujhee maaluum nahīī.

udhar

dukaanāā

13 M: udhar bahut dukaanāā hāī.

sunnaa

14 G: suniye, kyaa yee peeRee taazee hāī?

taazii

hāā

jii hāā

sab

15 M: jii hāā, sab miThaaiyāā taazii hāī.

seer

acchaa

too

16 G: acchaa, too eek seer deenaa.

yee

17 M: peeRee yaa khurcan saahab.

doonāā

18 G: doonāā. peeRee deenaa, aur khurcan
bhi.

right (adj)

hand (m)

on the right hand

is available (m sg)

are available (m pl)

You can get them to the right.

roti, chapati (a kind of
flat round bread)

where (adv)

is available (f sg)

And where can one get roti?

to me

known (adj)

to me is known

I don't know.

in that direction (adv)

shops

There are a lot of shops over there.

to listen

Listen, are these peras fresh?

fresh

yes

yes (polite)

all (adj)

Yes, sir, all the sweets are fresh.

seer (m) (a unit of weight)

O.K. (adv)

then (conj)

All right then, give me a seer.

or (conj)

Peras or khurcan, sir?

both (adj)

Both. Give me peras and khurcan too.

- | | |
|---------------|------------------------------|
| kitnaa | how much (adj) |
| paisaa | money; a coin |
| kitnaa paisaa | how much; money |
| huaa | has become (past participle) |
- 19 G: kitnaa paisaa huaa.
- rupayaa rupee (a unit of money)
- tiin three
- 20 M: tiin rupaae.
- Three rupees.
- 21 G: Thiik hai?
- doo nahĩĩ not two
- 22 M: nahĩĩ. doo nahĩĩ. tiin rupaae diĩĩĩĩ.
- No, not two. Give me three rupees.
- 23 G: acchaa. samajh gayaa.
- phir again (adv)
- 24 M: phir aaiyee.
- Please come again.
- aap-kaa your (adj)
- aap-kii dukaan your shop
- 25 M: aap-kii dukaan hai.
- This is your shop.

Cultural Notes

The ancient city of Mathura is located on the banks of the Jumna about 90 miles south of Delhi and 30 miles north of Agra. Hindus know it as the mythological birthplace of the Lord Krishna. Its suburb Brindaban is the location of the fabled forest where Krishna is said to have sported with the milk-maids. It serves as a favorite place of pilgrimage for people from all over the country.

Sweets such as those mentioned are popular both as food and as temple offerings. None of the items introduced here are familiar to Americans. They are made of sweetened milk solids, cooked or fried and spiced. Their nearest equivalent is perhaps nougat candy. Each region of India has its favorite sweets. Mathura is famous for peras and khurcan. Rasgullas are a specialty of Bengal.

Note that both this and the previous conversation contain little in the way of preliminary greetings and politeness formulas. This is characteristic of bazaar situations. In order to greet someone properly one should know something about him -- his religion, his family background. In impersonal transactions, formal greetings are not expected.

Word Study

1. Classroom expressions.

meez	table	(f)	dhiiree	slowly (adv)
kitaab	book	(f)	jaldii	hurry
pensil	pencil	(f)		
zamiin	ground, land	(f)	dhiiree booliye.	Please speak slowly.
makaan	building	(m)	jaldii booliye.	Please speak fast.
dukaandaar	shopkeeper	(m)	dohraaiye.	Please repeat.

2. Numbers.

eek	one	chah	six
doo	two	saat	seven
tiin	three	aaTh	eight
caar	four	nau	nine
pāāc	five	das	ten

Drill: The instructor holds up fingers and the class responds with the number.

3. Related pairs

chooTii	small	acchaa	good	pakkee	ripe
baRii	large	kharaab	bad	kaccee	unripe

aur woo chooTii miThaaiyāā? And those small sweets?
 aur woo baRii miThaaiyāā? And those large sweets?

bahut acchee hāī. They are very good.
 bahut kharaab hāī. They are very bad.

pakkee deenaa. Give me ripe ones.
kaccee deenaa. Give me unripe ones.

pakkaa/kaccaa have a wide range of meanings, including such pairs of opposites as 'ripe/unripe,' 'right/inappropriate,' 'ready/incomplete,' 'finished/unfinished.'

Such pairs of vocabulary items as the above are to be practiced as follows:

Step 1: The class repeats the pairs of sentences after the instructor.

Step 2: The instructor gives the sentence with the new word and the class gives the sentence with the old word.

Step 3: The instructor gives the sentence with the old word and the class gives the sentence with the new word.

Pronunciation Drills

1. ā, ē, ī

These are the nasalized counterparts of aa, ee, ii. Compare the following pairs of words as the instructor reads them.

kahaa	said (m sg)	kahee	said (m pl)	kahii	said (f sg)
kahāā	where	kahēē	let's say	kahīī	said (f pl)

A. Imitation drill

hāī	hāā	hāī	hēē	hīī
sāī	sāā	sāī	sēē	sīī
ṣāī	ṣāā	ṣāī	ṣēē	ṣīī
jāī	jāā	jāī	jēē	jīī
gāī	gāā	gāī	gēē	gīī

B. Imitation drill

khāī	khāā	khāī	khēē	khīī
kāī	kāā	kāī	kēē	kīī
pāī	pāā	pāī	pēē	pīī
phāī	phāā	phāī	phēē	phīī

C. Imitation drill

yahāā	baatēē	nahīī
wahāā	meezēē	sunīī
kaḥāā	kiilēē	likhīī
kursiyāā	blaauezēē	bulaaīī
bastiyāā	dukaanēē	dikhaaīī
arziyāā	masjidēē	nikaalīī

D. Additive drill

Add -ēē.

Instructor: jaa
Class: jaaēē

laa	cal
soo	ban
khaa	bik
kheel	likh
beec	gin
siikh	mīl
bool	sun

E. Additive drill

Repeat Drill D, adding -īī.

Instructor: jaa
Class: jaaīī

F. Buildup drill

kyaa/yee/seeb hāī?	jii hāā.	jii nahīī.
kyaa/yee/meezēē hāī?	jii hāā,/seeb hāī.	jii nahīī,/seeb nahīī.
kyaa/yee/pensilēē hāī?	jii hāā,/meezēē hāī.	jii nahīī,/meezēē nahīī.
	jii hāā,/pensilēē hāī.	jii nahīī,/pensilēē nahīī.

2. aa-āā, ai-āī, ee-ēē, ii-īī contrasted.

A. Imitation drill

Practice in pairs.

Instructor: haa hāā

Class: haa hāā

haa--hāā	kii--kīī	pāā--paa
hāā hāī	kīī kēē	paa pai
hāī hai	kēē kee	pai pāī
hai hee	kee kai	pāī pēē
hee hēē	kai kāī	pēē pee
hēē hīī	kāī kāā	pee pii
hīī hii	kāā kaa	pii pīī

B. Imitation drill

Practice in pairs.

Instructor: aaaa aaēē

Class: aaaa aaēē

aaaa	aaēē	aaai	aaīī
jaaaa	jaaēē	khaaii	khaaīī
khaaaa	khaaēē	kheelii	kheelīī
kheellee	kheelēē	siikhii	siikhīī
siikhee	siikhēē	boolii	boolīī
calee	calēē	calii	calīī
banee	banēē	banii	banīī
sunee	sunēē	sunii	sunīī
milee	milēē	milii	milīī
likhee	likhēē	likhii	likhīī

C. Response drill: ee-ēē, ii-īī

If the instructor gives the unnasalized form, the class gives the nasalized form; if the instructor gives the nasalized form, the class gives the unnasalized form.

Instructor: aaaa

Class: aaēē

Instructor: jaaēē

Class: jaaaa

1	2	3	4
laaaa	gaaīī	aaaa	gaaīī
khaaaēē	sunii	khaaii	khaaaa
sooēē	banii	kheelīī	likhii
kheellee	kahīī	siikhīī	sunii
siikhēē	likhii	sooe	boolēē
likhēē	siikhīī	sunīī	kahīī
kahee	kheelii	banēē	aaaa
banee	khaaīī	gaaaa	gaaii
sunee	aaai	kahii	kheele
calēē	sooii	milēē	siikhēē

D. Response drill: -ee, -ēē

If the item before hāī ends in -ee, the class responds acchee hāī. If the item ends in -ēē, the response is acchii hāī.

Instructor: keelee hāī.
Class: acchee hāī.
Instructor: kiilēē hāī.
Class: acchii hāī.

sarkēē hāī.	ciizēē hāī.
peeRee hāī.	moozee hāī.
darwaazee hāī.	ghanTee hāī.
kamiizēē hāī.	rupaee hāī.
rasgullee hāī.	kitaabēē hāī.
jhuulee hāī.	khilaunee hāī.
pensilēē hāī.	tasbiirēē hāī.
diiwaarēē hāī.	blaauzēē hāī.
banduukēē hāī.	jhoopRee hāī.

3. T

This is the first retroflex sound to be introduced. Retroflex means that the tip of the tongue is raised and bent back. Specifically for T it means that the tip of the tongue touches the roof of the mouth a little farther back than it does for English t. Like Hindi p and k, T is unaspirated.

A. Imitation drill

iiTaa-----uuTaa-----ooTaa
iiTee uuTee ooTee
iiTii uuTii ooTii

B. Imitation drill

looTii-----khooTii-----chooTii
looTee khooTee chooTee
looTaa khooTaa chooTaa

C. Additive drill

Add yee.

Instructor: khooTaa hai?
Class: yee khooTaa hai?

khooTii hai?	chooTaa hai?
khooTii hāī?	chooTii hai?
khooTee hāī?	chooTee hāī?

D. Additive drill

Repeat Drill B, adding woo.

Instructor: khooTaa hai?
Class: woo khooTaa hai?

4. Th

This sound is the aspirated counterpart of T. Compare the following pairs of words as the instructor reads them:

Tiik	ornament	kaaTaa	bite
Thiik	correct	kaaThaa	wood
Took	meddle!	kooTaa	quote
Thook	beat!	kooThaa	second floor

A. Imitation drill

Thiik	iiThaa	iThii
Theek	eeThaa	iThee
Thaik	aiThaa	iThai
Thaak	aaThaa	iThaa
Thook	ooThaa	iThoo
Thuuk	uuThaa	iThuu

B. Imitation drill

miiThii	miThaaaii
miiThee	uThaaaii
miiThaa	uThaaifi
	uThaaee
baiThaa	uThaaee
baiThee	uThaaoo
baiThii	

C. Additive drill

Add kyaa.

Instructor: miiThaa hai?

Class: kyaa miiThaa hai?

yee miiThaa hai?	miThaaaii hai?
miiThii hai?	yee miThaaaii hai?
yee miiThii hai?	miThaaaiyāā hāi?
miiThii hāi?	yee miThaaaiyāā hāi?
yee miiThii hāi?	miThaaaii miiThii hai?
miiThee hāi?	yee miThaaaii miiThii hai?
yee miiThee hāi?	miThaaaiyāā miiThii hāi?
	yee miThaaaiyāā miiThii hāi?

5. t

Compare the following pairs of words as the instructor reads them:

tiin	three	kaat	spin thread!
Tiin	tin	kaaT	cut!
tab	then	kaatnaa	to spin thread
Tab	bathtub	kaaThaa	to cut

Notice that neither of these sounds is like English t which is pronounced with the tip of the tongue touching the toothridge. Hindi t, on the other hand, is pronounced with the tongue touching the teeth, while Hindi T is pronounced with the tongue bent slightly back and touching the roof of the mouth. These two Hindi t's are therefore called 'retroflex' and 'dental' respectively. These names should be used in referring to them so that there is never any confusion as to which is meant.

A. Imitation drill

tii	tii	siit	atii	kaatii
tee	tii	seet	atee	kaatee
tai	tee	saat	ataa	kaatai
taa	tāā	sāāt	atāā	kaataa
too	taa	sāāt	atāā	kaatoo
tuu	tāā	sīit	atīi	kaatuu

B. Imitation drill

tiin	taazaa	kaatnaa	papiitaa
teez	taazee	kaatnee	papiitee
taak	taazii	kaatnii	namastee
baat	sastaa	kitnii	bataatii
goot	sastee	kitnee	bataatee
kuut	sastii	kitnaa	bataataa

C. Buildup drill

santraa/taazaa hai.	kitnee/papiitee/taazee hāī.
papiitaa/taazaa hai.	kitnee/santree/taazee hāī.
santraa/bahut taazaa hai.	yee/tiin/papiitee/bahut taazee hāī.
papiitaa/bahut taazaa hai.	yee/tiin/santree/bahut taazee hāī.

6. r

English r is very different from Hindi r, but in some American dialects there is a sound that is similar to it -- the d in the word ladder. This sound can be used as a starting place in learning Hindi r.

Hindi r is produced by flapping the tip of the tongue against the toothridge, that is, just back of the upper teeth.

A. Imitation drill

naaraa	gooraa	tairaa
naaree	gooree	tairee
naarii	goorii	tairii
saarii	koorii	tairīī
saaree	kooree	tairēē
saaraa	kooraa	tairoo
maraa	giraa	phiraa
maree	giree	phiree
marii	girii	phirii
marīī	girīī	phirīī
marēē	girēē	phirēē
maroo	giroo	phiroo

B. Imitation drill

raam	raajaa	biir
raaj	raanii	beer
rooz	roonaa	bair
ruum	rikṣaa	sair
riis	ruknaa	seer
		giir

C. Additive drill

Add phir.

Instructor: aaiyee.
Class: phir aaiyee.

aaiyee.	booliyee.	suniyee.
jaaiyee.	rookiye.	caliyee.
laaiyee.	kheeliyee.	giniyee.
khaaiyee.	diijiyee.	likhiyee.
sooiyee.	liijiye.	rakhiyee.

D. Additive drill

Add caar . . . hāī.

Instructor: beer
Class: caar beer hāī.

beer	rasgulle
seer	rupaee
aur	rooTiyāā
baazaar	santree
dukaandaar	

7. R

This retroflex sound is produced by bending the tip of the tongue up and back and then quickly flapping the underside of the tongue against the roof of the mouth just back of the toothridge. Compare the following words as the instructor reads them:

saarii	all	gaRnaa	calculation	khaarii	salty
saaRii	sari	galnaa	to melt	khaaRii	bay
kooraa	new	kaRaa	hard	gur	formula
kooRaa	a whip	kalaa	art	guR	molasses
				gul	flower

A. Imitation drill

peeRaa	kooRaa	baRaa	laRaa
peeRee	kooRee	baRee	laRee
peeRii	kooRii	baRii	laRii

B. Buildup drill

kyaa/peeRaa hai?	jii hãã/peeRaa hai.
kyaa/peeRee hãT?	jii hãã,/peeRee hãT.
kyaa/baRaa hai?	jii nahT, /baRaa nahT.
kyaa/baRee hãT?	jii nahT, /baRee nahT.
kyaa/peeRee/baRee hãT?	jii hãã,/peeRee/baRee hãT.
kyaa yee/peeRaa/baRaa hai?	jii nahT, /yee peeRaa/baRaa nahT.

8. r-R-l contrasted

A. Imitation drill

peeRaa-----	peeraa-----	peeRaa	guR-----	gul-----	guR
saaRii	saarii	saaRii	jaR	jal	jaR
gaaRii	gaarii	gaaRii	kaRaa	kalaa	kaRaa
khaaRii	khaarii	khaaRii	gaRnaa	galnaa	gaRnaa
khaRii	kharii	khaRii	khaaRii	khaalii	khaaRii
khaRaa	kharaa	khaRaa	naaRii	naalii	naaRii
baRaa	baraa	baRaa			
saRak	sarak	saRak	gur-----	guR-----	gul
jaR	jar	jaR	jar	jaR	jal
guR	gur	guR	karaa	kaRaa	kalaa
			khaarii	khaaRii	khaalii
			gaarii	gaarii	gaalii

9. Contrasting rhythms

A. Expansion drill

yee kyaa hai. phal chooTaa	kaisee hāī. seeb chooTee yee	kyaa taazee hāī? peeRee yee
yee kyaa hai. phal baRaa	kaisee hāī. seeb baRee yee	kyaa taazii hai? miThaaii yee
yee kyaa hai. makaan chooTaa	kaisee hāī. peeRee chooTee yee	kyaa taazii hāī? miThaaiyāā yee
yee kyaa hai. makaan baRaa	kaisee hāī. peeRee chooTee yee	kyaa taazaa hai? papiitaa woo
yee kyaa hai. miThaaii chooTii	kaisee hāī. peeRee baRee yee	kyaa taazaa hai? beer woo
yee kyaa hai. miThaaii baRii	kaisaa hai. baazaar chooTaa yee	kyaa taazaa hai? phal woo
	kaisaa hai. baazaar baRaa yee	

Step 1: Repetition

Instructor

yee kyaa hai.
yee phal kyaa hai.
yee chooTaa phal kyaa hai.

Class

yee kyaa hai.
yee phal kyaa hai.
yee chooTaa phal kyaa hai.

Step 2: Production: class

Instructor

yee kyaa hai.
phal
chooTaa

Class

yee kyaa hai.
yee phal kyaa hai.
yee chooTaa phal kyaa hai.

B. Repetition drill

These are the sentences formed in Drill A. Practice the first two groups vertically and then horizontally. Finish with the last group.

yee chooTaa phal kyaa hai.-----	yee baRaa phal kyaa hai.
yee chooTaa makaan kyaa hai.	yee baRaa makaan kyaa hai.
yee chooTii miThaaii kyaa hai.	yee baRii miThaaii kyaa hai.
woo chooTee seeb kaisee hāī.	woo baRee seeb kaisee hāī?
woo chooTee peeRee kaisee hāī.	woo baRee peeRee kaisee hāī.
woo chooTaa baazaar kaisaa hai.	woo baRaa baazaar kaisaa hai.

kyaa yee peeRee taazee hāī.
 kyaa yee miThaaii taazii hai?
 kyaa yee miThaaiyāā taazii hāī?
 kyaa woo papiitaa taazaa hai.
 kyaa woo beer taazaa hai?
 kyaa woo phal taazaa hai?

Grammar Drills

1. Marked feminine nouns

Marked feminine nouns end in -ii in the singular and -iyāā in the plural.

miThaaii-kii dukaan.

jii hāā, sab miThaaiiyāā taazii hāī.

aur rootii kahāā miltii hai.

A. Transformation drill: plural to singular

Instructor

There are two sweets.

doo miThaaiyāā hāī.

doo rooTiyāā hāī.

doo gooliyāā hāī.

doo beeTiyāā hāī.

doo paarTiyāā hāī.

doo kursiyāā hāī.

doo bastiyāā hāī.

doo chatriyāā hāī.

doo churiyāā hāī.

doo nadiyāā hāī.

doo kahaaniyāā hāī.

Class

There is one sweet.

eek miThaaii hai.

rooTii

goolii

beeTii

paarTii

kursii

bastii

chatrii

churii

nadii

kahaanii

B. Transformation drill: singular to plural

Repeat Drill A in reverse, using tiin instead of doo.

Instructor

There is one sweet.

eek miThaaii hai.

Class

There are three sweets.

tiin miThaaiyāā hāī.

C. Conversational response drill: masculine and feminine plural to singular

dukaandaar

Take some sweets.

miThaaiyāā liijiye.
 santree liijiye.
 rootiyāā liijiye.
 keelee liijiye.
 papiitee liijiye.
 kursiyāā liijiye.
 paijaamee liijiye.
 rasgullee liijiye.
 gooliyāā liijiye.
 moozee liijiye.
 barsaatiyāā liijiye.
 juutee liijiye.
 paisee liijiye.
 churiyāā liijiye.

gaahak

O.K. Give me one sweet.

acchaa. eek miThaaii deenaa.
 santraa
 rootii
 keelaa
 papiitaa
 kursii
 paijaamaa
 rasgullaa
 goolii
 moozaa
 barsaatii
 juutaa
 paisaa
 churii

D. Conversational response drill: masculine and feminine singular to plural

dukaandaar

Take some sweets.

miThaaii liijiye.
 santraa liijiye.
 rootii liijiye.
 keelaa liijiye.
 papiitaa liijiye.
 kursii liijiye.
 paijaamaa liijiye.
 rasgullaa liijiye.
 goolii liijiye.
 moozaa liijiye.
 barsaatii liijiye.
 juutaa liijiye.
 churii liijiye.

gaahak

O.K. Give me four sweets.

acchaa. caar miThaaiyāā deenaa.
 santree
 rootiyāā
 keelee
 papiitee
 kursiyāā
 paijaamee
 rasgullee
 gooliyāā
 moozee
 barsaatiyāā
 juutee
 churlyāā

2. Unmarked feminine nouns.

Feminine nouns that in the singular end in consonants, or vowels other than -ii, are called unmarked, despite the fact that they are marked by the ending -ēē in the plural.

aap-kii dukaan hai.udhar bahut dukaanēē hāī.khurcan hai. bahut acchii hai.

A. Transformation drill: plural to singular

Instructor

There are five stores.

pāāc dukaanēē hāī.

pāāc pensilēē hāī.

pāāc kitaabēē hāī.

pāāc meezēē hāī.

pāāc baatēē hāī.

Class

There is one store.

EEK dukaan hai.

pensil

kitaab

meez

baat

B. Transformation drill: singular to plural

Repeat Drill A in reverse, the instructor giving the singular and the class giving the plural.

C. Transformation drill: marked and unmarked singular to plural

Instructor

It's one piece of candy.

EEK miThaaii hai.

EEK santraa hai.

EEK dukaan hai.

EEK beer hai.

EEK pensil hai.

EEK keelaa hai.

EEK rooTii hai.

EEK baat hai.

EEK seeb hai.

EEK papiitaa hai.

EEK kitaab hai.

Class

There are many pieces of candy.

bahut miThaaiyāā hāī.

santraa

dukaanēē

beer

pensilēē

keelaa

rooTiyāā

baatēē

seeb

papiitaa

kitaabēē

D. Transformation drill: marked and unmarked plural to singular

Repeat Drill C in reverse, the instructor giving the plural and the class giving the singular.

3. Adjectives with feminine nouns

Marked adjectives referring to feminine nouns end in -ii in both the singular and plural. Marked adjectives, then, have three forms: -aa, -ee, -ii. Unmarked adjectives have only one form, whether they refer to masculine or feminine, singular or plural nouns.

Marked:

aur woo chooTii miThaaiyāā.

khurcan hai, bahut acchii hai.

jii hāā, sab miThaaiyāā taazii hāī.

aap-kii dukaan hai.

Unmarked:

udhar bahut dukaanēē hāī.

sab miThaaiyāā taazii hāī.

kaafii paisaa hai.

A. Substitution drill

And those little sweets?

aur woo (chooTii) miThaaiyāā?
 taazii
 sastii
 acchii

B. Transformation drill: singular to plural

Instructor

That's a small sweet.

woo chooTii miThaaii hai.
 woo baRii dukaan hai.
 woo kaccii rooTii hai.
 woo sastii kursii hai.
 woo chooTii pensil hai.
 woo baRii meez hai.

Class

Those are small sweets.

woo chooTii miThaaiyāā hāī.
 baRii dukaanēē
 kaccii rooTiyāā
 sastii kursiyāā
 chooTii pensilēē
 baRii meezēē

C. Transformation drill: plural to singular

Repeat Drill B in reverse, the instructor giving the plural and the class giving the singular.

D. Double substitution drill

There are many stores over there.

udhar (bahut) (dukaanēē) hāī.
 peeRee
 kaafii
 miThaaiyāā
 sab
 rasgullee

E. Double substitution-agreement drill

udhar (bahut) (dukaanēē) hāī.
 acchii
 miThaaii
 taazii
 rasgullee
 kaafii
 peeRee
 sastee
 rooTii
 kaccii
 papiitaa
 miThaa
 keelee
 sab

F. Additive drill: feminine singular and plural

Instructor

There's some khurcan.

khurcan hai.
 rooTii hai.
 miThaaii hai.
 miThaaiyāā hāī.
 rooTiyāā hāī.

Class

There's some khurcan. It's very fresh.

khurcan hai. bahut taazii hai.
 hai.
 hai.
 hāī.
 hāī.

G. Additive drill: feminine singular and plural.

Instructor

Take this book.

yee kitaab liijiye.
yee pensil liijiye.
yee rooTiyāā liijiye.
yee miThaaii liijiye.
yee miThaaiyāā liijiye.
yee pensilēē liijiye.
yee rooTii liijiye.
yee khurcan liijiye.
yee kitaabēē liijiye.

Class

Take this book. It's very good.

yee kitaab liijiye. bahut acchii hai.
hai.
hāī.
hai.
hāī.
hāī.
hai.
hai.
hāī.

H. Conversational response drill: masculine and feminine singular and plural.

Instructor

How is the candy?

miThaai kaisii hai.
keelaa kaisaa hai.
santree kaisee hāī.
peeRee kaisee hāī.
rasgullaa kaisaa hai.
khurcan kaisii hai.
miThaaiyāā kaisii hāī.
rasgullee kaisee hāī.
phal kaisaa hai.
santree kaisee hāī.
miThaai kaisii hai.
beer kaisee hāī.
khurcan kaisii hai.
seeb kaisaa hai.
rooTii kaisii hai.

Class

It's sweet.

miThii hai.
miThaa hai.
miThee hāī.
miThee hāī.
miThaa hai.
miThii hai.
miThii hāī.
miThee hāī.
miThaa hai.
miThee hāī.
miThii hai.
miThee hāī.
miThii hai.
miThaa hai.
miThii hai.

I. Substitution-agreement drill

How is that papaya?

(woo papiitaa) kaisaa hai.
woo miThaaii yee kitaab
yee khurcan yee pensil
woo keelaa yee peeRaa
yee rasgullaa woo santraa
woo rooTii yee dukaan

J. Substitution-agreement drill

How are the papayas?

(papiitee) kaisee hāī.
miThaaiyāā
keele
rasgulle
pensilēē
santree
rooTiyāā
kitaabēē
peeRee
dukaanēē

K. Substitution-agreement drill

(papiitee) kaisee hāī.

miThaaiyāā kitaabēē
peeRee woo peeRaa
woo rasgullaa rooTiyāā
rooTii rasgulle
yee papiitaa khurcan
yee kitaab keele
santree yee pensilēē

L. Chain drill

Use any appropriate noun and any appropriate adjective.

Instructor: How are the ber?

1st Student: They're ripe.

gaahak: beer kaisee hāī.

dukaandaar: pakkee hāī.

gaahak: khurcan kaisii hai.

dukaandaar: bahut taazii hai.

4. Negative hai statements

The negative form of a hai statement contains nahīī. nahīī usually precedes hai:

rasgullee too aaj nahīī hāī.

In some negative statements hai is omitted.

rasgullee nahīī. peeRee hāī.

A. Transformation drill: affirmative to negative

Instructor

There are rasgullas.

rasgullee hāī.

peeRee hāī.

khurcan hai.

miThaaiyāā hāī.

miThaaii hai.

keele hāī.

beer hāī.

papiitee hāī.

santree hāī.

phal hai.

Class

There aren't any rasgullas.

rasgullee nahīī hāī.

peeRee nahīī hāī.

khurcan nahīī hāī.

miThaaiyāā nahīī hāī.

miThaaii nahīī hai.

keele nahīī hāī.

beer nahīī hāī.

papiitee nahīī hāī.

santree nahīī hāī.

phal nahīī hāī.

B. Transformation drill: affirmative to negative

Instructor

This is a rasgulla.

yee rasgullaa hai.

yee peeRaa hai.

yee khurcan hai.

yee miThaaiyāā hāī.

yee phal hai.

yee keele hāī.

yee santraa hai.

yee beer hai.

yee seeb hāī.

yee papiitee hāī.

Class

This isn't a rasgulla.

yee rasgullaa nahīī hai.

peeRaa nahīī hai.

khurcan nahīī hai.

miThaaiyāā nahīī hāī.

phal nahīī hai.

keele nahīī hāī.

santraa nahīī hai.

beer nahīī hai.

seeb nahīī hāī.

papiitee nahīī hāī.

C. Individual additive drill

Instructor: It's not a pera.

1st Student: It's not a pera. It's a rasgulla.

Instructor: yee peeRaa nahī hai.

1st Student: yee peeRaa nahī, rasgullaa hai.

Instructor: yee santree nahī hai.

woo beer nahī hai.

yee phal nahī hai.

yee seeb nahī hai.

yee miThaai nahī hai.

woo miThaaiyā nahī hai.

yee khurcan nahī hai.

yee papiitaa nahī hai.

5.1 'Yes' and 'no' questions

In questions which ask for a 'yes' or 'no' answer the voice is raised at the end. Word order is that of a statement. 'yes' and 'no' questions may be introduced by an unstressed kyaa which simply serves as a question marker.

kyaa rasgullee hai?

kyaa yee peeRee taazee hai?

A. Transformation drill: statement to question

The instructor gives a statement and the class changes it to a question.

Instructor

There are rasgullas.

rasgullee hai.

acchee rasgullee hai.

bahut acchee rasgullee hai.

taazee hai.

peeRee taazee hai.

dukaan hai.

phal-kii dukaan hai.

phal-kii dukaan baRii hai.

woo phal-kii dukaan baRii hai.

dukaanē hai.

bahut dukaanē hai.

udhar bahut dukaanē hai.

Class

Are there any rasgullas?

rasgullee hai?

acchee rasgullee hai?

bahut acchee rasgullee hai?

taazee hai?

peeRee taazee hai?

dukaan hai?

phal-kii dukaan hai?

phal-kii dukaan baRii hai?

woo phal-kii dukaan baRii hai?

dukaanē hai?

bahut dukaanē hai?

udhar bahut dukaanē hai?

B. Conversational response drill

You are walking in the market with a friend. He identifies some things for you and each time you ask if they are cheap.

Instructor

Those are peras.

woo peeRee hāī.

woo papiitaa hai.

woo miThaaiyāā hāī.

woo khurcan hai.

woo beer hāī.

woo rooTii hai.

woo seeb hai.

woo keelee hāī.

Class

Are they cheap?

sastee hāī?

sastaa hai?

sastii hāī?

sastii hai?

sastee hāī?

sastii hai?

sastaa hai?

sastee hāī?

C. Transformation drill

Repeat Drill A adding kyaa to the question.

Instructor

rasgullee hāī.

Class

kyaa rasgullee hāī?

D. Conversational response drill

Repeat Drill B adding kyaa to the question. Change sastaa to miThaa.

Instructor

Those are peras.

woo peeRee hāī.

Class

Are they sweet?

kyaa miThee hāī?

E. Chain drill

A dukaandaar and a gaahak talk about fruit and sweets. Use only the adjectives miThaa, taazaa, acchaa and sastaa.

Customer: What's that?
 Shopkeeper: This is a papaya.
 Customer: Is it fresh?
 Shopkeeper: It's very fresh.

gaahak: woo kyaa hai.
 dukaandaar: yee papiitaa hai.
 gaahak: kyaa taazaa hai?
 dukaandaar: bahut taazaa hai.

gaahak: yee kyaa hāī.
 dukaandaar: yee santree hāī.
 gaahak: kyaa miThee hāī.
 dukaandaar: bahut miThee hāī.

5.2 'Yes' and 'no' answers

A. Conversational response drill

gaahak

Are there any rasgullas?

kyaa rasgullee hāī?
kyaa khurcan hai?
kyaa papiitee hāī?
kyaa keelee hāī?
kyaa phal hai?
kyaa miThaaiyāā hāī?
kyaa seeb hāī?
kyaa peeRee hāī?
kyaa santree hāī?

dukaandaar

Yes, there are.

jii hāā, hāī.
hai.
hāī.
hāī.
hai.
hāī.
hāī.
hāī.
hāī.

B. Conversational response drill

gaahak

Are those rasgullas?

kyaa woo rasgullee hāī?
kyaa woo beer hāī.
kyaa woo miThaaii hai?
kyaa woo peeRee hāī?
kyaa woo keelee hāī?
kyaa woo khurcan hai?
kyaa woo santree hāī?
kyaa woo papiitaa hai?
kyaa woo phal hai?

dukaandaar

Yes, those are rasgullas.

jii hāā, woo rasgullee hāī.
beer hāī.
miThaaii hai.
peeRee hāī.
keelee hāī.
khurcan hai.
santree hāī.
papiitaa hai.
phal hai.

C. Conversational response drill

gaahak

Are they good?

kyaa acchii hāī?
kyaa sastaa hai?
kyaa taazii hāī?
kyaa miThee hāī?
kyaa pakkii hai?
kyaa acchaa hai?
kyaa taazee hāī?
kyaa miThii hai?
kyaa pakkaa hai?

dukaandaar

Yes, they're very good.

jii hāā, bahut acchii hāī.
sastaa hai.
taazii hāī.
miThee hāī.
pakkii hai.
acchaa hai.
taazee hāī.
miThii hai.
pakkaa hai.

D. Conversational response drill

Repeat Drill A. Answer 'no.'

gaahak

Are there any rasgullas?

kyaa rasgullee hāī?

dukaandaar

No, there aren't any rasgullas today.

jii nahīī, rasgullee too aaj nahīī hāī.

6. aur 'and'; yaa 'or'

yaa 'or' and aur 'and' are conjunctions and are used very much as they are in English.

bahut acchee hāī, aur sasteē bhīī.

aur woo chooTīī mīThaaiyāā.

aur rooTīī kahāā miltīī hai.

peeRee yaa khurcan, saahab.

peeRee deenaa, aur khurcan bhīī.

A. Substitution drill: yaa

Peras or khurcan?

(peeRee) yaa khurcan.

rasgullee

phal

rooTīī

keeleē

papiitee

B. Conversation response drill: aur . . . bhīī

dukaandaar

Peras or khurcan, sir?

peeRee yaa khurcan saahab.

rasgullee yaa peeRee saahab.

khurcan yaa rasgullee saahab.

papiitaa yaa santraa saahab.

seeb yaa keeleē saahab.

beer yaa papiitee saahab.

santree yaa papiitee saahab.

keeleē yaa seeb saahab.

saahak

Peras, and khurcan too.

peeRee aur khurcan bhīī.

rasgullee aur peeRee bhīī.

khurcan aur rasgullee bhīī.

papiitaa aur santraa bhīī.

seeb aur keeleē bhīī.

beer aur papiitee bhīī.

santree aur papiitee bhīī.

keeleē aur seeb bhīī.

7. bhīī 'too'

bhīī 'too' is a particle which may modify any part of the sentence. It always appears after the item it modifies.

seeb bhīī hāī, saahab.

santree bhīī liijiyeē.

bahut acchee hāī, aur sasteē bhīī.

peeRee deenaa, aur khurcan bhīī.

The negative of bhīī is bhīī nahīī.

seeb bhīī nahīī hāī. There aren't any apples, either.

A. Substitution drill: plural

There are apples too, sir.

(seeb) bhii hāī saahab.

beer
papiitee
keelee
santree
peeRee
rasgullee
miThaaiyāā
rootiyāā
khurcan

B. Substitution-agreement drill: singular, plural

There are rasgullas, too sir.

(rasgullee) bhii hāī saahab.

keelee
papiitaa
santraa
miThaaiyāā
khurcan
miThaaii
rootiyāā
santree
rootii

C. Individual chain drill

Use any two fruits or any two sweets.

Customer: Are there any bananas?

Shopkeeper: There are bananas. There are apples too, sir.

gaahak: kyaa keelee hāī?

dukaandaar: keelee hāī. seeb bhii hāī, saahab.

gaahak: kyaa khurcan hai?

dukaandaar: khurcan hai. peeRee bhii hāī saahab.

D. Conversational response drill: aur . . . bhii

dukaandaar

Peras or khurcan, sir?

peeRee yaa khurcan saahab.
khurcan yaa rasgullee saahab.
santree yaa keelee saahab.
beer yaa seeb saahab.
seeb yaa papiitee saahab.
phal yaa miThaaii saahab.
rasgullee yaa beer saahab.
rootii yaa miThaaii saahab.

gaahak

Give me peras and khurcan, too.

peeRee deenaa, aur khurcan bhii.
khurcan deenaa, aur rasgullee bhii.
santree deenaa, aur keelee bhii.
beer deenaa, aur seeb bhii.
seeb deenaa, aur papiitee bhii.
phal deenaa, aur miThaaii bhii.
rasgullee deenaa, aur beer bhii.
rootii deenaa, aur miThaaii bhii.

E. Substitution drill: bhii nahī

There aren't any apples either.

(seeb) bhii nahī.

keelee
beer
santree
rasgullee
khurcan
peeRee
papiitee
rootii

F. Double conversational response drill

gaahak

Are there any bananas?
Are there any apples?

kyaa keelee hāī?
kyaa seeb hāī?

kyaa peeRee hāī?
kyaa khurcan hai?

kyaa beer hāī?
kyaa papiitee hāī?

kyaa santree hāī?
kyaa beer hāī?

kyaa khurcan hai?
kyaa rasgullee hāī?

kyaa seeb hāī?
kyaa santree hāī?

kyaa miThaaii hai?
kyaa phal hai?

kyaa papiitee hāī?
kyaa beer hāī?

dukaandaar

No, there aren't any bananas.
No, there aren't any apples either.

jii nahīī, keelee nahīī.
jii nahīī, seeb bhii nahīī.

jii nahīī, peeRee nahīī.
jii nahīī, khurcan bhii nahīī.

jii nahīī, beer nahīī.
jii nahīī, papiitee bhii nahīī.

jii nahīī, santree nahīī.
jii nahīī, beer bhii nahīī.

jii nahīī, khurcan nahīī.
jii nahīī, rasgullee bhii nahīī.

jii nahīī, seeb nahīī.
jii nahīī, santree bhii nahīī.

jii nahīī, miThaaii nahīī.
jii nahīī, phal bhii nahīī.

jii nahīī, papiitee nahīī.
jii nahīī, beer bhii nahīī.

G. Individual chain drill

Use any two fruits or any two sweets.

Customer: Are there any bananas?
Shopkeeper: No sir, there aren't any bananas.
Customer: Are there any oranges?
Shopkeeper: No sir, there aren't any oranges either.

gaahak: kyaa keelee hāī?
dukaandaar: jii nahīī, keelee nahīī hāī.
gaahak: kyaa santree hāī?
dukaandaar: jii nahīī, santree bhii nahīī.

gaahak: kyaa khurcan hai?
dukaandaar: jii nahīī, khurcan nahīī hai.
gaahak: kyaa peeRee hāī.
dukaandaar: jii nahīī, peeRee bhii nahīī.

Review Conversations

baazaar-mēē

1. A: kyaa rasgullee hāī?

B: jii hāā, hāī.

A: kyaa taazee hāī?

B: jii hāā, taazee hāī, aur saste bhii.

Substitutions: khurcan, miThaaii, keelaa; pakkaa

2. A: suniyee, woo chooTee phal kyaa hāī.

B: yee beer hāī. bahut taazee hāī.

A: is-kaa daam kyaa hai.

B: tiin aanee seer.

A: kitnaa?

B: eek, doo, tiin aanee. samjhee?

A: acchaa, Thiik hai.

Substitutions: other nouns and adjectives

3. A: bataaiyee, kyaa rooTii hai?

B: rooTii nahī, yee miThaaii-kii dukaan hai. peeRee liijiye yaa rasgullee.

A: peeRee rasgullee kyaa hāī?

B: miThaaiyāā hāī.

A: too doonōō deenaa. peeRee aur rasgullee bhii.

Substitutions: various fruits and sweets

4. A: singh saahab, eek keelaa diijiye.

B: yee keelaa nahī. santraa hai.

A: acchaa, too santraa diijiye.

B: pakkaa nahī. kaccaa hai.

A: kyaa seeb hāī?

B: seeb bhii kharaab hai.

Substitutions: various sweets

Unit I Part C

Conversation

- 1 kapRaa [ghariidnaa.
- 2 dillii, cāādnii cauk-māā.
- 3 wideešii: maaf kiijiyee.
- 4 kapRee-kii dukaan kahāā hai?
- 5 aanee-jaanee-waalaa: udhar hai. siidhee jaiiyee.
- 6 wahāā baRii dukaanāā hāī.
- 7 kapRee-waalaa: andar aaiyee.
- 8 saaRiyāā deekhiyee.
- 9 yahāā baiThiyee kursii-par.
- 10 kyaa aap amriikaa-see hāī?
- 11 wideešii: jii hāā, suniyee, kyaa yee saaRii madraasii hai?
- 12 kapRee-waalaa: jii nahī, yee banaarsii hai.
- 13 wideešii: acchaa, woo bhii dikhaaiyee.
- 14 kapRee-waalaa: zaruur, yee saaRii nahī. blaauz-kaa kapRaa hai.
- 15 wideešii: mujhee pasand hai. bahut sundar hai.
- 16 wideešii: bataaiyee, is saaRii-kaa daam kyaa hai.
- 17 kapRee-waalaa: baaiis rupae hai.
- 18 aap-koo pasand hai?
- 19 wideešii: hāā, leekin mahāgi hai.
- 20 kuch kam kiijiyee.
- 21 kapRee-waalaa: acchaa. aap-kee liyee sirf biis rupae.
- 22 wideešii: yee liijiye biis rupae.
- 23 kapRee-waalaa: meharbaanii. apni saaRii liijiye.

Vocabulary and Translation of the Conversation

wideešii	A foreigner (m/f)
aanee-jaanee-waalaa	A passerby (m)
kapRee-waalaa	A cloth-seller (m)

kapRaa	cloth (m)
khariidnaa	to buy
1 <u>kapRaa khariidnaa</u>	<u>Buying cloth.</u>
cauk	square (f)
cāādnii	silver (adj)
cāādnii cauk	a street name in Delhi
-mēē	in
dillii	Delhi (f)
2 <u>dillii, cāādnii cauk-mēē.</u>	<u>Delhi, in Chandni Chowk.</u>
maaf karnaa	to excuse
3 W: <u>maaf kiiyyee.</u>	<u>Excuse me, please.</u>
dukaan	shop, stand (f)
-kaa	of
kapRee-kaa	of cloth (adj)
kapRee-kii dukaan	cloth-shop
4 W: <u>kapRee-kii dukaan kahāā hai.</u>	<u>Where's a cloth shop?</u>
jaanaa	to go
siidhaa	straight (adj)
siidhee	straight ahead (adv)
aanaa-jaanaa	to come and go
5 A: <u>udhar hai. siidhee jaaiyee.</u>	<u>There's one over there; go straight ahead.</u>
wahāā	there (adv)
6 A: <u>wahāā baRii dukaanēē hāī.</u>	<u>There are some big shops over there.</u>
andar	inside (adv)
7 K: <u>andar aaiyee.</u>	<u>Please come inside.</u>
saaRii	sari
8 K: <u>saaRiyāā deekhiyee.</u>	<u>Look at the saris.</u>

yahāā	here (adv)
baiThnaa	to sit
kursii	chair
-par	on
kursii-par	on the chair
9 K: <u>yahāā baiThiyee, kursii-par.</u>	<u>Please sit here, on the chair.</u>
amriikaa	America (m un)
-see	from
amriikaa-see	from America
10 K: <u>kyaa aap amriikaa-see hāT?</u>	<u>Are you from America?</u>
madraas	Madras (m)
madraasii	from Madras (adj)
11 W: <u>iii hāā. suniyee, kyaa yee</u> <u>saaRii madraasii hai?</u>	<u>Yes. Listen, is this a Madras sari?</u>
banaaras	Banaras (m)
banaarsii	from Banaras (adj)
12 K: <u>iii nahTī, yee banaarsii hai.</u>	<u>No, ma'am, this one is from Banaras.</u>
dikhaanaa	to show
13 W: <u>acchaa, woo bhii dikhaaiyee.</u>	<u>O.K. Show me that one too, please.</u>
zaruur	certainly (adv)
blaauz	blouse (f)
blaauz-kaa	of blouse (adj)
blaauz-kaa kapRaa	blouse cloth
14 K: <u>zaruur. yee saaRii nahTī.</u> <u>blaauz-kaa kapRaa hai.</u>	<u>Certainly. This isn't a sari. It's blouse cloth.</u>
mujhee	to me
pasand	pleasing (adj)
mujhee pasand hai	is pleasing to me
sundar	beautiful
15 W: <u>mujhee pasand hai. bahut</u> <u>sundar hai.</u>	<u>I like it. It's very pretty.</u>
bataanaa	to tell
daam	price (m)
is saaRii-kaa	of this sari (adj)
16 W: <u>bataaiyee, is saaRii-kaa</u> <u>daam kyaa hai.</u>	<u>Tell me, what's the price of this sari? How much is this sari?</u>
baaiis	twenty-two
17 K: <u>baaiis rupaae hai.</u>	<u>It's twenty-two rupees.</u>

aap-koo
aap-koo pasand hai

18 K: aap-koo pasand hai?

mahāgaa
leekin

19 W: hāā, leekin mahāgii hai.

kam
kuch

20 W: kuch kam kiijiyee.

sirf
biis
aap
aap-kee liyee

21 K: acchaa. aap-kee liyee sirf
biis-rupee.

22 W: yee liijiye biis rupee.

meharbaanii
apnaa

23 K: meharbaanii. apnii saaRii
liijiye.

to you
is pleasing to you

Do you like it?

expensive
but (conj)

Yes, but it's expensive.

less (adj)
a little (adj)

Please make it a little less.

only (adj)
twenty
you
for you

All right, for you it's only
twenty rupees.

Here's the twenty rupees.

your own
your own (adj)

Thank you. Here's your sari.

Cultural Notes

Like many Indian cities, Delhi has an old and a new section. New Delhi was built after Delhi became the capital of British India in 1911. (Calcutta was the capital until then.) Growing rapidly since Independence, it is a modern western-style city of apartment buildings, office buildings, and modern stores. In these Western surroundings educated people still tend to use English as the main medium of communication for business transactions.

About a mile from the business center of New Delhi, separated by residential areas and parks, lies the center of old Delhi clustering about the Red Fort. This part of the city dates from Moghul times, and Chandni Chauk, the old Moghul bazaar, continues to flourish. Here, unlike New Delhi, most shops selling one kind of product stand side by side on one street or one part of a street. Most cloth shops are located at one end of Nai Sarak (nai saRak); at the other end of this street one finds bookshops. The narrow lanes and shops without show windows contrast markedly with New Delhi.

Traditional shops, like the sari shop shown in this lesson, carry saris from all sections of India. Most famous are the Banaras sari, known for its gold work, and the Madras and other South Indian saris, known for their beautiful designs.

Our conversation opens with a request for information. Such a request may be prefaced with an "excuse me." The use of such politeness formulas in Hindi, however, is less common than in English. Note that the cloth shop owner is addressed by the customer with the polite form of address. This is a reflection of his status. Although he operates a traditional store, his shop is bigger than the fruitstand of section 1A, and he employs several clerks. Bargaining in stores of this size is not very common; most goods are sold at fixed prices.

Word Study

1. Classroom expressions.

sawaal
puuchnaa
sawaal puuchiyee.

jawaab
jawaab diijiye.

khaTam
khaTam kiijiye.

angreezii
hindii
urduu
phal-kii angreezii kyaa hai.

amriikan
Ticar
widyaarthii
kyaa aap amriikan hai?

kamraa
klaas

question (m)
to ask

Please ask a question.

answer (m)

Please give the answer.

end (m)

Please stop.

the English language
Hindi
Urdu (f)

What does phal mean? (What's the English of phal?)

an American (m/f)
teacher (m/f)
student

Are you an American?

room (m)
class (f)

2. Related pairs

khariidnaa to buy
beecnaa to sell

kapRaa khariidnaa.
kapRaa beecnaa.

saaRiyaa deekhiyee.
saaRiyaa khariidiyee.
saaRiyaa beeciye.

acchaa, woo bhii dikhaaiyee.
acchaa, woo bhii khariidiyee.
acchaa, woo bhii beeciye.

Buying cloth.
Selling cloth.

Please look at the saris.
Please buy the saris.
Please sell the saris.

All right, show me that, too.
All right, buy that, too.
All right, sell me that, too.

3. -ii adjectives

The adjective banaarsii 'from Banaras' is related to the noun banaaras 'Banaras.' There are many adjectives of this type, particularly relating to place names. Most city names are masculine.

banaarsii	banaaras	(m)
madraasii	madraas	(m)
jaipuurii	jaipuur	(m)
hinduustaanii	hinduustaan	(m)
paakistaanii	paakistaan	(m)
bangaalii	bangaal	(m)
gujaraatii	gujaraat	(m)

yee banaarsii saaRii hai.

yee banaarsii kapRaa hai.

Substitute the other adjectives in these sentences.

The instructor gives the noun; the class gives the adjective.
Repeat in reverse.

Pronunciation Drills

1. ch

This sound is aspirated just as ph, th, Th and kh are aspirated.

A. Imitation drill

chup	chiin	chuTii
chap	cheed	chooTii
chat	chai	chuTee
chan	choor	chooTee
chand	chuu	chuTaa
		chooTaa

B. Additive drill

Add chooTaa to the sentences in the first column. Add chooTii to the sentences in the second column.

Instructor: seeb hai.

Class: chooTaa seeb hai.

beer hai.	meez hai.
keelaa hai.	blaaaz hai.
peeRaa hai.	kitaab hai.
santraa hai.	kursii hai.
baazaar hai.	saaRii hai.
papiitaa hai.	miThaii hai.

C. Additive drill

Add chooTee to the sentences in the first column. Add chooTii to the sentences in the second column.

Instructor: seeb hāī.

Class: seeb chooTee hāī.

beer hāī.	meezēē hāī.
keelee hāī.	blaaazēē hāī.
peeRee hāī.	kitaabēē hāī.
sanTREE hāī.	kursiyāā hāī.
baazaar hāī.	saaRiyāā hāī.
papiiTEE hāī.	miThaaiyāā hāī.

D. Additive drill

Repeat Drill B, adding yee chah as well as chooTee and chooTii.

Instructor: seeb hāī.

Class: yee chah seeb chooTee hāī.

2. c

This is the unaspirated counterpart of ch. A Hindi speaker usually hears English ch, e.g., choose, as Hindi c.

Compare the following:

cooTii	peak
chooTii	small

caar	four
chaar	ashes

A. Imitation drill

coor	bacoo	khurcan
caar	bacaa	caacaa
caap	bacee	caacii
cāāḍ	bacii	sāācīi
ciiz	bačīī	rāācīi

B. Additive drill

Repeat drill C, 1., p. 67
adding caar.

Instructor: seeb hāī.
Class: caar seeb hāī.

3. ch and c contrasted

A. Imitation drill

caap	chaap	caap	chiin	ciin	chiin
coor	choor	coor	chuu	cuu	chuu
cuu	chuu	cuu	choor	coor	choor
ciin	chiin	ciin	chaap	caap	chaap

B. Additive drill

Repeat Drill C, 1., p. 67 adding caar yaa chah

Instructor: seeb hāī.
Class: caar yaa chah seeb hāī.

4. Long consonants

Compare the following:

jaanaa	to go	dilii	of the heart
jaannaa	to know	dillii	Delhi
sunaa	listened	pakaa	cooked
sunnaa	zero	pakkaa	ripe

A. Imitation drill

sunnaa	kaccaa
sunni	kaccee
ginnaa	kaccii
ginnii	acchaa
pakkaa	acchee
pakkii	acchii

B. Response drill

Give the corresponding form of pakkaa hai.

Instructor: kyaa kaccii hāī?
 Class: nahīī, pakkii hāī.

kyaa kaccaa hai?
 kyaa kaccee hāī?
 kyaa kaccii hai?

C. Response drill

Repeat Drill B in reverse.

Instructor: kyaa pakkii hāī?
 Class: nahīī, kaccii hāī.

D. Additive drill

Add acchaa.

Instructor: eek seeb khaaiyee.
 Class: acchaa, eek seeb khaaiyee.

eek pakkaa khaaiyee.
 eek kaccaa khaaiyee.
 eek rasgullaa khaaiyee.
 doo rasgullee khaaiyee.
 doo kaccee khaaiyee.
 doo pakkee khaaiyee.

5. Long and short consonants contrasted.

A. Imitation drill

jaannaa-----jaannaa-----jaannaa

sunnaa	sunaa	sunnaa
cunnaa	cunaa	cunnaa
dillii	dilii	dillii
is-see	isee	is-see
us-see	usee	us-see
pattaa	pataa	pattaa
paTTaa	paTaa	paTTaa

B. Buildup drill

yee/papiitaa/pakkaa hai.
 yee/khurcan/acchii hai.
 woo/acchii/khurcan hai.
 woo/pakkaa/papiitaa hai.
 yee chah/acchii hāī.
 yee chah/acchee hāī.
 keelaa yaa/rasgullaa khaanaa.
 sunnaa,/doonōō/pakkee hāī.

6. d

Like Hindi t, d is a dental sound, i.e. it is pronounced with the tip of the tongue touching the back of the upper teeth.

A. Imitation drill

hindii	das	doon33	deekh	aadii
andar	doo	diilii	deekhnnaa	3aadii
sundar	dee	dukaan	deekhiyee	daadii
mandir	deer	dukaandaar	dikhaaiyee	widee3ii
	daam		dikhaanaa	madraasii
			dikhaa	

B. Additive drill

Add doo.

Instructor: taazee deenaa.
Class: doo taazee deenaa.

sastee deenaa.	madraasii diijiye.
sundar deenaa.	papiitee diijiye.
santree deenaa.	santree diijiye.
papiitee deenaa.	sundar diijiye.
madraasii deenaa.	sastee diijiye.
	taazee diijiye.

C. Additive drill

Add deekhiyee.

Instructor: andar h3i.
Class: deekhiyee, andar h3i.

doon33 andar h3i.	yee dukaan hai.
dukaandaar andar h3i.	yee sundar dukaan hai.
doo dukaandaar andar h3i.	yee widee3ii-kii dukaan hai.
doon33 dukaandaar andar h3i.	yee widee3ii-kii sundar dukaan hai.

7. bh

Many languages in the world have aspirated p, t, k but very few have aspirated b, d, g. Hindi is one that does. Just as it has the series ph, th, Th, ch, kh, so it also has the series bh, dh, ph, jh, gh.

Listen to the following pairs:

baat	matter	phii	per
bhaat	cooked rice	bhii	also
baaii	delirium	phuul	flower
bhaaii	brother	bhuul	forgetfulness

bh and b have the same relationship as ph and p, that is the first of each pair is aspirated and the second is not. To produce bh, pronounce phaa and then change the p to b, maintaining the aspiration. This will result in bh. Put your hand in front of your mouth while doing this to make sure you keep the aspiration.

A. Imitation drill

bhii bhin
bhees bhun
bhaag bhus
bhooj bhar
bhuut bhag

B. Additive drill

Add bhii.

Instructor: seeb hāī saahab.

Class: seeb bhii hāī saahab.

beer hāī saahab.

phal hāī saahab.

keele hāī saahab.

sastee hāī saahab.

pakkee hāī saahab.

khurcan hāī saahab.

peeRee hāī saahab.

kapRee hāī saahab.

saaRiyāā hāī saahab.

miThaaiyāā hāī saahab.

8. dhdh is the aspirated counterpart of d.

Listen to the following pairs:

udar	stomach	doo	two
udhar	in that direction	dhoo	wash
aadii	habituated	daam	price
aadhii	half	dhaam	residence

A. Imitation drill

dhiim	idhar	siidhee	dhiiree
dhuum	udhar	siidhaa	dhaaraa
dhaam	kidhar	saadhaa	dhaagaa
dhaak	sudhar	baadhaa	dhoonaa
dhuup	sidhar	bīīdhee	
dhiit			

B. Additive drill

Add dhiiree.

Instructor: dhiiree booliyee.

Class: dhiiree dhiiree booliyee.

dhiiree jaaiyee.

dhiiree khaaiyee.

dhiiree aaiyee.

dhiiree kiijiyee.

dhiiree diijiyee.

dhiiree liijiyee.

C. Additive drill

Add udhar.

Instructor: bahut dukaanēē hāī.

Class: udhar bahut dukaanēē hāī.

kapRee-kii dukaan hai.

acchaa baazaar hai.

cāādnii cauk hai.

phal-kii dukaanēē hāī.

dillii hai.

D. Additive drill

Repeat Drill C, adding idhar instead of udhar.

9. d-dh contrasted

A. Imitation drill

dhoo-----doo-----dhoo
 dham dam dham
 dhaam daam dhaam

udhar-----udar-----udhar
 udhaar udaar udhaar
 aadhii aadii aadhii

B. Buildup drill

dhiiree/diijiyee.
 phal-kii/dukaan/udhar hai.
 idhar/bahut/dukaanēē hāī.
 deekhiyee,/eek/dukaan/udhar hai.
 deekhnāa,/doo/dukaanēē/idhar hāī.
 dukaan/udhar hai./siidhee jaaiyee.

10. -kaa, -kee, -kii

These postpositions, like all postpositions, are unstressed, but the vowels remain long. Because unstressed vowels in English are shortened and weakened, an English speaker tends to shorten these vowels in Hindi.

A. Additive drill

Add saahab-kaa.

Instructor: yee phal hai.
 Class: yee saahab-kaa phal hai.

yee seeb hai.
 yee beer hai.
 yee haath hai.
 yee keelaa hai.
 yee peeRaa hai.
 yee paisaa hai.
 yee kapRaa hai.
 yee santraa hai.
 yee rupayaa hai.

B. Additive drill

Add saahab-kee

Instructor: yee phal hai.
 Class: yee saahab-kee phal hāī.

yee seeb hāī.
 yee beer hāī.
 yee haath hāī.
 yee keelee hāī.
 yee peeRee hāī.
 yee paisee hāī.
 yee kapRee hāī.
 yee santree hāī.
 yee rupatee hāī.

C. Additive drill

Add saahab-kii.

Instructor: yee meez hai.
 Class: yee saahab-kii meez hai.

yee baat hai. yee meezēē hāī.
 yee dukaan hai. yee baatēē hāī.
 yee kitaab hai. yee dukaanēē hāī.
 yee rooTii hai. yee kitaabēē hāī.
 yee khurcan hai. yee pensilēē hāī.
 yee pensil hai. yee rooTiyāā hāī.
 yee kursii hai. yee kursiyāā hāī.

D. Additive drill

Repeat any one or all of the drills above with any or all of the following substituting for saahab: gaahak, wideesii, dukaandaar.

Grammar Drills

1. The personal pronoun aap; plurality as a mark of politeness

aap 'you' is used as a mark of politeness. The other equivalents of English 'you' -- the familiar pronoun tum and the intimate tu -- will be introduced later. The plural of hai is always used when one wants to be polite.

kyaa aap amriikaa-see hāī

kyaa woo amriikaa-see hāī.

When a polite construction refers to men, adjectives or nouns used in referring to the person are in the plural. With women the singular forms are employed, followed by hāī.

aap dukaan-waalee hāī.

woo dukaan-waalee hāī.

woo dukaan-waalii hāī.

aap acchee hāī.

woo acchee hai.

woo acchii hāī.

Notice that the use of the plural of politeness makes it impossible to distinguish between singular and plural in the case of men.

A. Substitution drill: polite plural

All pronouns in drills refer to the last mentioned noun and therefore follow the same rules of agreement as that noun. For example, the first woo in Drill A below refers to the preceding saahab; the second woo refers to meem saahab.

Are you from America?

(aap) amriikaa-see hāī?

saahab

woo

meem saahab

woo

B. Substitution drill: singular

Is the cloth seller from Pakistan?

(kapRee-waalaa) paakistaan-see hai?

woo

aanee-jaanee-waalaa

woo

wideeṣii

woo

C. Substitution-agreement drill: plural and singular

The gentleman is from India.

(saahab) hindustaan-see hāī.

woo

phal-waalaa

woo

aanee-jaanee-waalaa

aap

wideeṣii

woo

meem saahab

woo

2. Postpositions -mēē 'in,' -see 'from,' -par 'on, at'

A postposition is a particle, which, although pronounced as if it were a separate word, never occurs in isolation; it always follows a noun. A postposition is most commonly translated in English by a preposition.

aliigaRh, baazaar-mēē.
 daahince haath-par.
 cāādnii cauk-mēē.
 yahāā baiThiyeē, kursii-par.
 kyaa aap amriikaa-see hāī?

Our examples here illustrate postpositions with unmarked masculine singular and with feminine singular nouns. Marked masculine singular nouns have the special ending -ee before postpositions. The fact that amriikaa and mathuraa do not have this ending before postpositions shows that they are unmarked nouns.

A. Substitution drill: -see 'from'

Have you come from America?

kyaa aap (amriikaa)-see hāī?

hinduustaan
 pakistaan
 aagree
 madraas
 banaaras
 dillii
 yahāā
 wahāā

B. Substitution drill: -mēē 'in'

Is that shop in the bazaar?

kyaa woo dukaan (baazaar)-mēē hai?

cāādnii cauk
 dillii
 aliigaRh
 mathuraa
 madraas
 banaaras
 aagree

C. Substitution drill: -par 'on, at'

Please sit here on this chair.

yahāā baiThiyeē, (kursii)-par.

meez
 zamiin
 kapRee
 dukaan
 phal-kii dukaan
 kapRee-kii dukaan

D. Conversational response drill

All of the questions are about the scene in the cloth shop. The class responds with answers that include the noun and the postposition.

Instructor: Is the lady at the store?

Class: Yes, she's at the store.

Instructor: kyaa meem saahab dukaan-par hāī?

Class: jii hāī, dukaan-par hāī.

Instructor: kyaa meem saahab phal-kii dukaan-par hāī?

Class: jii nahī, phal-kii dukaan-par nahī hāī.

Instructor: kyaa meem saahab miThaaii-kii dukaan-par hāī?

kyaa woo kursii-par hāī?

kyaa kapRee-waalee dukaan-mēē bhii hāī?

kyaa meem saahab amriikaa-see hāī?

kyaa bahut saaRiyā dukaan-mēē hāī?

kyaa banaarsii saaRiyā dukaan-mēē hāī?

kyaa saaRiyā banaaras-see hāī?

kyaa meem saahab phal-kii dukaan-par hāī?

kyaa woo meez-par hāī?

kyaa kapRee-waalee kursii-par hāī?

kyaa woo amriikaa-see hāī?

kyaa kam saaRiyā dukaan-mēē hāī?

kyaa miThaaii bhii dukaan-mēē hai?

E. Conversational response drill

Repeat Drill D with the more common minimum answers that contain only the verb.

Instructor: kyaa meem saahab dukaan-par hāī?

Class: jii hāī, hāī.

Instructor: kyaa meem saahab phal-kii dukaan-par hāī?

Class: jii nahī, nahī hāī.

F. Individual response drill

If the answer is affirmative, give the minimum answer only. If the answer is negative, give the answer jii nahī plus the additional information necessary.

Instructor: kyaa meem saahab dukaan-par hāī?

1st Student: jii hāī, hāī.

Instructor: kyaa woo phal-kii dukaan-par hāī?

2nd Student: jii nahī, kapRee-kii dukaan-par hāī.

Instructor: kyaa woo meez-par hāī?

kyaa kapRee-waalee amriikaa-see hāī?

kyaa meem saahab amriikaa-see hāī?

kyaa bahut saaRiyā dukaan-mēē hāī?

kyaa kam saaRiyā dukaan-mēē hāī?

kyaa blaauz-kaa kapRaa dukaan-mēē hāī?

kyaa sab loog kapRee-kii dukaan-par hāī?

kyaa sab loog miThaaii-kii dukaan-par hāī?

kyaa bahut phal dukaan-mēē hāī?

kyaa aap dukaan-mēē hāī?

3. The postposition -kaa

The postposition -kaa (eg, ii) turns a noun or a pronoun into a marked adjective. The examples again include only the singular of feminine and unmarked masculine nouns preceding the postpositions.

is saaRii-kaa daam kyaa hai.

blaaaz-kaa kapRaa hai.

blaaaz-kee kapRee hāī.

aap-kii dukaan hai.

The general meaning of -kaa is one of possession or relationship.

A. Substitution drill: -kaa

It's a blouse piece.

(blaaaz-kaa) kapRaa hai.

acchaa

saahab-kaa

dukaan-kaa

chooTaa

meem saahab-kaa

B. Substitution drill: -kee

They're blouse pieces.

(blaaaz-kee) kapRee hāī.

acchee

meem saahab-kee

dukaan-kee

baRee

wideeḥii-kee

C. Double substitution-agreement drill: -kii

It's your shop.

(aap-kii) (dukaan) hai.

acchii

dukaanḥḥ

dillii-kii

saaRii

madraasii

blaaazḥḥ

meem saahab-kii

D. Transformation drill: plural to singular

Instructor

They're your shops.

aap-kii dukaanḥḥ hāī.

aap-kii saaRiiḥḥ hāī.

aap-kee kapRee hāī.

aap-kii kursiiḥḥ hāī.

aap-kee seeb hāī.

aap-kee santree hāī.

aap-kii blaaazḥḥ hāī.

aap-kii miThaaiiḥḥ hāī.

aap-kee peeRee hāī.

aap-kee rasgullee hāī.

aap-kee papiitee hāī.

aap-kii meezḥḥ hāī.

Class

It's your shop.

aap-kii dukaan hai.

aap-kii saaRii hai.

aap-kaa kapRaa hai.

aap-kii kursii hai.

aap-kaa seeb hai.

aap-kaa santraa hai.

aap-kii blaaaz hai.

aap-kii miThaaii hai.

aap-kaa peeRaa hai.

aap-kaa rasgullaa hai.

aap-kaa papiitaa hai.

aap-kii meez hai.

E. Transformation drill: singular to plural

Repeat Drill A in reverse, the instructor giving the singular and the class giving the plural.

F. Substitution-agreement drill

These are the gentleman's papayas.

yee saahab-kee (papiitee) hāī.
 pensil
 keelee
 dukaan
 santraa
 dukaanēē
 rasgullee
 kapRaa
 kursii
 pensilēē
 kapRee

G. Double substitution-agreement drill

This is a Banaras sari.

yee (banaarsii) (saaRii) hai.
 kapRaa
 dillii-kaa
 kapRee
 chooTee
 dukaanēē
 yahāā
 dukaanēē
 kapRee-kii
 dukaan
 chooTii
 kapRee
 madraas
 kapRaa
 banaarsii
 saRii

4. The singular oblique case of nouns before postpositions

A marked masculine noun has a special case form when a postposition is attached. We call this the oblique case, distinguishing it from the direct case which is the form in which the noun is quoted. Although this oblique form is the same as the plural, it can be recognized by the postposition that follows it and by the fact that it does not agree with the verb. All other masculine and feminine nouns are alike in their direct and oblique singular forms.

phal-waalee-see baat karnaa.
papiitee-kaa daam kyaa hai.
kapRee-kii dukaan kahāā hai.

blaauz-kaa kapRaa hai.
miThaaii-kii dukaan.
 is saaRii-kaa daam kyaa hai.

A. Conversational response drill: marked masculine

dukaandaar

Have a papaya.

eek papiitaa liijiye.
 eek keelaa liijiye.
 eek santraa liijiye.
 eek rasgullaa liijiye.
 eek peeRaa liijiye.

gaahak

What's the price of one papaya?

eek papiitee-kaa daam kyaa hai?
 eek keelee-kaa
 eek santree-kaa
 eek rasgullee-kaa
 eek peeRee-kaa

B. Conversational response drill: feminine, unmarked masculine

dukaandaar

Have an apple.

seeb liijiye.
beer liijiye.
phal liijiye.
miThaaii liijiye.
saaRii liijiye.
kursii liijiye.
khurcan liijiye.
blaaaz liijiye.
pensil liijiye.
meez liijiye.
kitaab liijiye.

gaahak

What's the price of an apple?

seeb-kaa daam kyaa hai?
beer-kaa
phal-kaa
miThaaii-kaa
saaRii-kaa
kursii-kaa
khurcan-kaa
blaaaz-kaa
pensil-kaa
meez-kaa
kitaab-kaa

C. Conversational response drill: masculine, feminine

dukaandaar

Have a papaya.

papiitaa liijiye.
seeb liijiye.
khurcan liijiye.
rasgullaa liijiye.
kitaab liijiye.
kursii liijiye.
phal liijiye.
peeRaa liijiye.
blaaaz liijiye.
keelaa liijiye.
beer liijiye.
pensil liijiye.
meez liijiye.
santraa liijiye.

gaahak

How much is a papaya?

papiitaa-kaa daam kyaa hai.
seeb-kaa
khurcan-kaa
rasgulle-kaa
kitaab-kaa
kursii-kaa
phal-kaa
peeRee-kaa
blaaaz-kaa
keele-kaa
beer-kaa
pensil-kaa
meez-kaa
santree-kaa

D. Conversational response drill: masculine, feminine

Instructor

There's a fruit-seller.

wahāā phal-waalaa hai.
wahāā miThaaii-waalaa hai.
wahāā wideeāii hai.
wahāā kapRee-waalaa hai.
wahāā saahab hai.
wahāā meem saahab hai.
wahāā gaahak hai.
wahāā aanee-jaanee-waalaa hai.

Class

Speak to the fruit-seller.

phal-waalee-see baat kiijiye.
miThaaii-waalee-see
wideeāii-see
kapRee-waalee-see
saahab-see
meem saahab-see
gaahak-see
aanee-jaanee-waalee-see

E. Conversational response drill

Questions about the location of the shops in Unit I.

Instructor

Is the fruit stand in Aligarh?

kyaa yee phal-kii dukaan aliGaRh-mēē hai?
 kyaa yee miThaaIi-kii dukaan mathuraa-mēē hai?
 kyaa yee kapRee-kii dukaan dillii-mēē hai?
 kyaa yee kapRee-kii dukaan banaaras-mēē hai?
 kyaa yee miThaaIi-kii dukaan madraas-mēē hai?
 kyaa yee phal-kii dukaan jaipuur-mēē hai?

Class

Yes, it's in Aligarh.

jii hāā, aliGaRh-mēē hai.
 jii hāā, mathuraa-mēē hai.
 jii hāā, dillii-mēē hai.
 jii nahī, banaaras-mēē hai.
 jii nahī, madraas-mēē hai.
 jii nahī, jaipuur-mēē hai.

5. kahāā 'where,' kahāā-see 'from where'

The question word kahāā and its derivative kahāā-see always appear directly before the verb. Other place words are usually in the same position.

A. Transformation drill: kahāā questionsInstructor

There's a cloth shop over there.

kapRee-kii dukaan wahāā hai.
 phal-kii dukaan yahāā hai.
 miThaaIi-kii dukaan udhar hai.
 bahut dukaanēē baazaar-mēē hai.
 cāādnii cauk dillii-mēē hai.
 acchii dukaanēē cāādnii cauk-mēē hāī.
 phal-waalaa phal-kii dukaan-par hai.
 kapRee-waalaa kapRee-kii dukaan-par hai.
 miThaaIi-kii dukaan daahinee haath-par hai.

Class

Where can I find a cloth shop?

kapRee-kii dukaan kahāā hai?
 phal-kii dukaan kahāā hai.
 miThaaIi-kii dukaan kahāā hai.
 bahut dukaanēē kahāā hāī.
 cāādnii cauk kahāā hai.
 acchii dukaanēē kahāā hāī.
 phal-waalaa kahāā hai.
 kapRee-waalaa kahāā hai.
 miThaaIi-kii dukaan kahāā hai.

B. Substitution drill: kahāā answers

The cloth shop is over there.

kapRee-kii dukaan (udhar) hai.
 idhar
 wahāā
 yahāā
 andar
 baazaar-mēē
 dillii-mēē
 cāādnii cauk-mēē

C. Chain drill: kahāā questions and answers

Use sentences similar to those in Drill A in the question and sentences similar to those in Drill B in the answer. Notice that names of things you buy do not fit in this pattern.

Foreigner:	Excuse me. Where can I find a cloth shop?
Passer-by:	There's one over there. Go straight ahead.
wideešii:	maaf kiijiye. kapRee-kii dukaan kahāā hai.
aanee-jaanee-waalaa:	udhar hai. siidhee jaaiye.
wideešii:	maaf kiijiye. acchii dukaanēē kahāā hāī.
aanee-jaanee-waalaa:	baazaar-mēē hāī. siidhee jaaiye.

D. Transformation drill: kahāā-see questions

Instructor

Class

The lady has come from America.
meem saahab amriikaa-see hāī.
saahab diilii-see hāī.
phal-waalaa paakistaan-see hai.
kapRee-waalaa mathuraa-see hai.
woo doo saahab aliigaRh-see hāī.
wideešii wahāā-see hāī.

Where is the lady from?
meem saahab kahāā-see hāī.
saahab kahāā-see hāī.
phal-waalaa kahāā-see hai.
kapRee-waalaa kahāā-see hāī.
woo doo saahab kahāā-see hāī.
wideešii kahāā-see hāī.

E. Substitution drill: kahāā-see answers

The foreigner has come from America.

woo wideešii (amriikaa)-see hāī.
paakistaan
mathuraa
dillii
aliigaRh
banaaras
wahāā

F. Transformation drill: kahāā, kahāā-see

Instructor

Class

The shop-keeper is over there.
dukaandaar udhar hai.
dukaandaar dillii-see hai.
wideešii baazaar-mēē hāī.
miThaaii-waalaa dukaan-par hai.
phal-waaliyāā aliigaRh-see hāī.
phal-waali baaēē haath-par hai.
aanee-jaanee-waalee yahāā hāī.
saahab paakistaan-see hāī.

Where is the shop-keeper?
dukaandaar kahāā hai.
dukaandaar kahāā-see hai.
wideešii kahāā-see hāī.
miThaaii-waalaa kahāā hai.
phal-waaliyāā kahāā-see hāī.
phal-waali kahāā hai.
aanee-jaanee-waalaa kahāā hai.
saahab kahāā-see hāī.

6. kahāā-kaa 'from where'

kahāā functions as a noun in Hindi and like other nouns can become an adjective by the addition of -kaa (ee, ii). kahāā-kaa refers to place of origin for both people and things, whereas kahāā-see refers to point of departure.

aap kahāā-see hāī.

Where have you come from?

aap kahāā-ke hāī.

Where are you from?

A. Substitution drill

This is a sari from Banaras.

yee saaRii (kahāā-kii) hai.
banaaras-kii
wahāā-kii
hindustaan-kii
yahāā-kii

B. Substitution-agreement drill

Where is the cloth-seller from?

(kapRee-waalaa) kahāā-kaa hāī.
saahab yee khurcan
meem saahab yee kapRaa
phal-waalaa woo doo kursiyāā
kapRee-waalee aap-kii saaRii
seeb-waalii dukaan-kii blaauzāā
yee rasgullee aanee-jaanee-waaliyāā

C. Conversational response drill

Imagine you are in Delhi.

Instructor

The fruit-seller has come from Madras.

woo phal-waalaa madraas-see hai.
woo phal-waalee madraas-see hāī.
woo phal-waalii madraas-see hai.
woo phal-waaliyāā madraas-see hāī.
woo saahab mathuraa-see hāī.
yee seeb-waalaa aliigaRh-see hai.
yee seeb-waalii banaaras-see hai.
woo kapRee-waalee jaipuur-see hai.
yee meem saahab amriikaa-see hāī.
yee aanee-jaanee-waalii wahāā-see hai.
woo doo dukaandaar paakistaan-see hāī.

Class

Is he from Madras?

kyaa woo madraas-kaa hai?
kyaa woo madraas-kee hāī?
kyaa woo madraas-kii hai?
kyaa woo madraas-kii hāī?
kyaa woo mathuraa-kee hāī?
kyaa yee aliigaRh-kaa hai?
kyaa yee banaaras-kii hai?
kyaa woo jaipuur-kee hai?
kyaa yee amriikaa-kii hāī?
kyaa yee wahāā-kii hai?
kyaa paakistaan-kee hāī.

7. Word order of adjectives

Adjectives may occur before the verb or before the noun. The difference in meaning is similar to that in the English translations:

kyaa yee peeRee taazee hāī?

Are these peras fresh?

kyaa yee taazee peeRee hāī?

Are these fresh peras?

Before the verb:

keele kaisee hāī.

kyaa yee peeRee taazee hāī.

sab miThaaiyāā taazii hāī.

kyaa yee saaRii madraasii hai?

Before the noun:

papiitee-kaa daam kyaa hai.
aur woo chooTii miThaaiyā?
kitnaa paisaa huua.
aap-kii dukaan hai.
wahāā baRii dukaanēē hāī.
blaaaz-kaa kapRaa hai.
saaRii-kaa daam kyaa hai.

A. Substitution drill

Are these peras fresh?

kyaa yee peeRee (taazee) hāī?
sastee
mahāgee
chooTee
aap-kee
saahab-kee
miThaaii-waalee-kee
mathuraa-kee

B. Substitution-agreement drill

kyaa yee (peeRee) taazee hāī?
khurcan
rasgulle
keele
papiitaa
miThaaiyā
santree
miThaaii
rooTii

C. Double substitution-agreement drill

All the peras are fresh.

sab (peeRee) (taazee) hāī.
khurcan
acchii
santree
miThee
papiitee
pakkaa
keele
aap-kee
miThaaiyā
taazii
peeRee

D. Substitution-agreement drill

Are there any fresh peras?

kyaa (taazee peeRee) hāī?
taazii khurcan
acchii miThaaiyā
acchee beer
baRaa papiitaa
sastee phal
banaarsii saaRii
mathuraa-kee peeRee
sundar blaaaz-kaa kapRaa

E. Double substitution-agreement drill

kyaa (taazee) (peeRee) hāī?
chooTee
miThaaii
saahab-kii
rasgulle
sastee
saaRiyā
sundar
blaaaz
acchaa
peeRee
taazee

F. Chain drill

Change only the nouns and adjectives.

Customer: Are there any fresh peras?
 Shop-keeper: Yes, there are some fresh ones.
 Customer: Are these peras fresh?
 Shop-keeper: Yes, all the peras are fresh.

gaahak: kyaa taazee peeRee hāī?
 dukaandaar: jii hāā, taazee hāī.
 gaahak: kyaa yee peeRee taazee hāī?
 dukaandaar: jii hāā, sab peeRee taazee hāī.

gaahak: kyaa miThee santree hāī?
 dukaandaar: jii hāā, miThee hāī.
 gaahak: kyaa yee santree miThee hāī?
 dukaandaar: jii hāā, sab santree miThee hāī.

8. Indirect verb constructions; the postposition -koo.

The postposition -koo has the basic meaning to, towards. aap-koo pasand hai. literally 'to you it is pleasing' in which the noun or pronoun designating the principal of the action is in the oblique case, followed by -koo. We call these indirect verb constructions.

The -ee in mujhee is an alternate of -koo. mujh-koo could also be used; it is more formal and not appropriate here. The first part mujh- is the oblique singular of māī 'I,' which occurs in Unit 2A. aap is like unmarked nouns in that it has no special oblique form.

mujhee maalum hai.

aap-koo pasand hai.

mujhee pasand hai.

A. Substitution drill

Do you like it?

(aap)-koo pasand hai?

saahab
 meem saahab
 phal-waalee
 phal-waalii
 gaahak
 dukaandaar
 wideesii

B. Conversational response drill

dukaandaar.

This is a blouse piece.

yee blaauz-kaa kapRaa hai.

yee blaauz-kee kapRee hāī.

yee saaRiyā hāī.

yee banaarsii saaRii hai.

yee sundar blaauz hai.

yee mathuraa-kii khurcan hai.

yee mathuraa-kee peeRee hāī.

yee taazii miThaaii hai.

gaahak

I like it.

mujhee pasand hai.

hāī.

hāī.

hai.

hai.

hai.

hāī.

hai.

C. Additive drill

The class adds aap-koo pasand hai? or aap-koo pasand hāī? to the sentences in Drill B.

Instructor

This is a blouse piece.

yee blaauz-kaa kapRaa hai.

Class

This is a blouse piece. Do you like it?

yee blaauz-kaa kapRaa hai. aap-koo pasand hai?

D. Additive drill

The instructor repeats the sentences in Drill B. The class repeats all but the verb and adds mujhee pasand nahī?

Instructor

This is a blouse piece.

yee blaauz-kaa kapRaa hai.

Class

I don't like this blouse piece.

yee blaauz-kaa kapRaa mujhee pasand nahī?

E. Substitution-agreement drill

I like this sari.

yee (saaRii) mujhee pasand hai.

saaRiyā

peeRee

mathuraa-kee peeRee

miThaaii

taazii miThaaiyā

blaauz-kaa kapRaa

sundar blaauz

pakkee phal

mahāgii saaRiyā

F. Chain drill

The questions are like those in Drill C. The answers are either mujhee pasand hai. or mujhee pasand nahī.

Shop-keeper: This is a blouse piece. Do you like it?

Customer: I like it. (or) I don't like it.

dukaandaar: yee blaauz-kaa kapRaa hai. aap-koo pasand hai?

gaahak: mujhee pasand hai. (or) mujhee pasand nahī.

dukaandaar: yee bahut acchii kursiyā hāī. aap-koo pasand hāī?

gaahak: mujhee pasand hāī. (or) mujhee pasand nahī.

G. Substitution drill

Do you know it?

(aap)-koo maaluum hai?

saahab

meem saahab

phal-waalee

phal-waalii

gaahak

dukaandaar

wideešii

H. Conversational response drill

wideešii

Where can I find bread?

rooTii kahāā miltii hai.

yee chooTee phal kyaa hāī.

baRii dukaanē kahāā hāī.

kyaa woo banaarsii saaRii hai?

kyaa yee peeRee taazee hāī?

kyaa woo kapRee-waalaa dillii-see hai?

wideešii

I don't know.

mujhee maaluum nahī.

I. Conversational response drill

Instructor

There's a gentleman.

wahāā (saahab) hāī.

wahāā phal-waalaa hai.

wahāā wideešii hāī.

wahāā kapRee-waalaa hai.

wahāā meem saahab hāī.

wahāā gaahak hai.

wahāā aanee-jaanee-waalaa hai.

Class

The gentleman knows.

(saahab-koo) maaluum hai.

phal-waalee-koo

wideešii-koo

kapRee-waalee-koo

meem saahab-koo

gaahak-koo

aanee-jaanee-waalee-koo

J. Additive drill

Repeat Drill H, the class adding kyaa aap-koo maaluum hai? to the sentence given by the instructor.

Instructor

rooTii kahāā miltii hai.

Class

rooTii kahāā miltii hai. kyaa aap-koo maaluum hai?

K. Conversational response drill

hindustaani

It's a blouse piece.

blaaüz-kaa kapRaa hai.

wahāā baRii dukaanēē hāī.

sab miThaaiyāā taazii hāī.

yee chooTee phal beer hāī.

woo banaarsii saaRii hai.

yee peeRee taazee hāī.

wideešii

I know it.

mujhee maaluum hai.

L. Individual chain drill

Each student asks a question about one of the three conversations. The next student either answers or replies mujhee maaluum nahīī.

Instructor: Where can you get bread? Do you know?

1st Student: You get it to the left. (or) I don't know.

Instructor: rooTii kahāā miltii hai. aap-koo maaluum hai?

1st Student: baaēē haath-par miltii hai. (or) mujhee maaluum nahīī.

1st Student: yee phal kyaa hai. aap-koo maaluum hai?

2nd Student: yee beer hai. (or) mujhee maaluum nahīī.

Review Conversations

baazaar-māṛē

1. A: maaf kiijiyee saahab. rooTii-kii dukaan kahāṛā hai.

B: rooTii-kii dukaan yahāṛā nahīṁ. udhar hai.

A: aur miThaaii-kii dukaan?

B: wahāṛā hai, daahinee haath-par

Substitutions: various fruits, sweets, and cloth; baaṛē haath-par, siidhee

2. A: santree-kaa daam kyaa hai.

B: eek rupayaa hai. eek santraa liijiyee saahab.

A: nahīṁ, bahut mahāṅgaa hai. aur keelee-kaa daam?

B: eek aanaa hai.

A: acṇaa, eek keelaa deenaa.

Substitutions: various fruits, sweets, and cloth; other prices

3. A: bataaiyee singh saahab. yee saaRii kahāṛā-kii hai.

B: madraas-kii, aap-koo pasand hai?

A: mujhee madraas-kii saaRiyāṛā bahut pasand hāī.

B: bahut sundar hāī, aur sastii bhii.

Substitutions: various fruits, sweets, and cloth; other place names

4. A: suniyee, yee kapRaa dikhaaiyee. yee kyaa hai.

B: yee blaauz-kaa kapRaa hai.

A: nahīṁ samjhee. blaauz kyaa hai?

B: blaauz too angreezii hai. samjhee? blaauz.

A: acṇaa, samajh gayaa. bahut meharbaanii.

Substitutions: various fruits and sweets

Unit I Part D

1. Situational Response

Review questions are designed to be done as an individual conversational response drill. In the first group of each section below, the instructor, taking the role of a shopkeeper, addresses a question to a student, who, as a customer, makes some appropriate response. In the second half of each section, the instructor is a customer and the students are shopkeepers.

phal-kii dukaan-mēē

phal-waalaa:

saahab, kyaa aap-koo papiitee pasand hāī?
aap-koo baRee phal pasand hāī yaa chooTee.
kyaa keelee bhii pasand hāī?
kyaa eek papiitaa Thiik hai?
kyaa aap-koo beer aur keelee doonōō pasand hāī?
kyaa keelee-kaa daam maaluum hai?
tiin rupaeē Thiik hai?
amriikaa-kee santree chooTee hāī yaa baRee.
kyaa amriikaa-mēē baRii phal-kii dukaanēē hāī?
kyaa daam Thiik hai?

gaahak:

kyaa phal-kii sab dukaanēē chooTii hāī?
kyaa santree bahut taazee hāī?
kyaa yee phal hāī?
woo chooTaa phal kyaa hai.
seeb kaisee hāī.
kyaa papiitaa miiThaa aur taazaa hai?
kyaa sab dukaanēē daahinee haath-par hāī?
baaēē haath-par kyaa hai?
aap-kee haath-mēē kyaa hai?
saat rupaeē Thiik hai?

miThaaii-kii dukaan-mēē

miThaaii-waalaa:

namastee saahab, aap kahāā-see hāī.
aap kaisee hāī.
kyaa aap-koo hindustaanii miThaaiyāā pasand hāī?
aap-koo peeRee pasand hāī yaa khurcan.

kyaa amriikaa-mēē rasgullee-kii dukaanēē hāī?
kyaa aap-koo yee miThaaiyāā pasand hāī?
caar seer Thiik hai?
deekhiyee, yee miThaaiyāā zyaadaa hāī yaa kam.
kyaa yee zyaadaa miThii hai?
kyaa daam Thiik hai?

gaahak:

bangaalii rasgullee kahāā miltee hāī.
kyaa miThaaii taazii hai?
kyaa yee bahut miThii hai?
aap-kee haath-mēē kyaa hai.
yee chooTee peeRee kaisee hāī.
kyaa bangaalii rasgullee bhii hāī?
kyaa yee miThaaiyāā sastii hāī?
khurean kaisii hai.
woo baRii miThaaii kyaa hai.
sab kitnaa paisaa huaa.

kapRee-kii dukaan-mēē

kapRee-waalaa:

amriikaa-mēē, aap kahāā-see hāī.
kyaa aap-koo madraasii saaRiyāā pasand hāī?
kyaa amriikaa-mēē kapRee-kii dukaanēē hāī?
aap-koo banaarsii saaRii pasand hai yaa madraasii.
kyaa is saaRii-kaa daam Thiik hai?
doonōō saaRiyāā pasand hāī?
kapRee-kaa daam zyaadaa hai yaa Thiik hai.
gyaarah rupae Thiik hai?
kyaa amriikaa-mēē saaRiyāā miltii hāī?
kyaa kapRee-kaa daam maaluum hai?

gaahak:

kyaa yee kapRee-kii dukaan hai?
kyaa aap-koo kapRee-kii baRii dukaan maaluum hai?
woo kapRaa kyaa hai.
yee saaRii banaarsii hai yaa madraasii.
kyaa blaauz-kaa kapRaa hai?
kyaa bangaalii saaRiyāā bhii hāī?
sab kitnii saaRiyāā hāī.
aap-kee haath-mēē kyaa hai.
sab kitnaa paisaa huaa.

2. Review Conversations

Review conversations are designed to provide practice in free conversation in contexts related to those covered in the text. Each individual conversation should first be practiced by a procedure like that outlined on page 30. Students may then improvise short exchanges of their own on similar topics.

dukaan-mēē

1. gaahak: yee kyaa hai.
phal-waalaa: papiitaa hai.
gaahak: papiitee-kaa daam kyaa hai.
phal-waalaa: eek aanaa hai.
2. miThaaai-waalaa: kyaa yee khurcan aap-koo pasand hai?
gaahak: khurcan kyaa hai?
miThaaai-waalaa: khurcan miThaaai hai.
gaahak: miThaaai hai? acchaa, sab miThaaaiyā mujhee pasand hāi.
3. gaahak: kyaa rasgullē-kaa daam aap-koo maaluum hai?
amriikan: rasgullē? rasgullē-kii angreezii kyaa hai.
gaahak: rasgullē-kii angreezii too rasgullaa hai. miThaaai hai.
amriikan: acchaa. Thiik hai, leekin daam maaluum nahī.
4. gaahak: kitnaa pēsaa huua?
miThaaai-waalaa: das rupae.
gaahak: acchaa, das rupae liijiye. Thiik hai?
miThaaai-waalaa: nahī, aath nahī, das rupae diijiye.

klaas-mēē

5. Tiicar: aap-kii pensil kahā hai?
widyaarthii: udhar hai, meez-par.
Tiicar: kyaa aap-kii kitaabē meez-par hāi?
widyaarthii: jii nahī, kursii-par hāi.
6. Tiicar: apnii kaapii diijiye.
widyaarthii: kaapii-kii angreezii kyaa hai.
Tiicar: kaapii too angreezii hai, notebook. samjhee?
widyaarthii: acchaa, kaapii liijiye.

cāādnii cauk-mēē

7. amriikan: miThaaii-kii dukaan kahāā hai?
aanee-jaanee-waalaa: kyaa?
amriikan: miThaaii-kii dukaan. aap-koo maaluum hai?
aanee-jaanee-waalaa: acchaa, udhar hai, daahinii taraf.
8. aanee-jaanee-waalaa: rooTii kahāā miltii hai.
amriikan: dhiiree booliyee. rooTii-kii angreezii kyaa hai.
aanee-jaanee-waalaa: rooTii-kii angreezii bread hai. samjhee?
amriikan: acchaa, samajh gayaa. rooTii-kii dukaanēē baazaar-mēē hāī.
9. gaahak: kyaa dukaandaar hai?
aanee-jaanee-waalaa: jii nahīī, aaj too nahīī hai.
gaahak: woo kahāā hai.
aanee-jaanee-waalaa: dillii-mēē hai.

Unit II Part A
Conversation

1 juutṣṣ-kii marammat.

2 nainitaal, puraanee baazaar-mēṣ.

3 amriikan: bhaaii saahab, moocii kis saRak-par baiThtee hāī.

4 aanee-jaanee-waalaa: aglii saRak-par.

5 amriikan: kidhar.

6 aanee-jaanee-waalaa: udhar baaṣṣ haath-par bahut moocii rahtee hāī.

7 amriikan: sunoo, zaraa in juutṣṣ-koo Thiik karnaa bhaaii.

8 moocii: acchaa saahab, kidhar phaTaa hai.

9 amriikan: juutee-koo deekhoo, idhar.

10 moocii: kyaa aap wideeṣii hāī?

11 amriikan: hāṣ, māī wideeṣii hūū.

12 moocii: aap-koo too hindii acchii tarah aatii hai.

13 amriikan: hāṣ, māī thoorii hindii booltaa hūū.

14 amriikan: kitnaa paisaa.

15 moocii: baarah aanee, saahab.

16 amriikan: yee too zyaadaa hai bhaaii. Thiik bataaoo.

17 moocii: nahīī saahab, māī Thiik kah rahaa hūū.

18 amriikan: acchaa, jaldii karoo.

19 moocii: abhii deetaa hūū.

20 amriikan: deekhoo, kyaa kar rahee hoo.

21 zaraa un-par paaliṣ bhii kar deenaa.

22 moocii: abhii kar deetaa hūū.

23 amriikan: loo bhaaii, apnee paisee leenaa.

Vocabulary and Translation of the Conversation

amriikan
aanee-jaanee-waalaa
moocii

An American (m/f)
A passerby (m)
A shoemaker (m)

marammat
juutaa
juut88-kaa

repair (f)
shoe, pair of shoes
of shoes

1 juut88-kii marammat.

Getting one's shoes fixed.

nainitaal
puraanaa

Nainital (m)
old

2 nainitaal, puraanee baazaar-m88.

Nainital, in the old market.

bhaaii
bhaaii saahab
baiThnaa
baiThtee h8I
saRak
kis
kis saRak-par

brother (m)
my friend (address)
to sit
sit (m pl)
street (f)
(oblique of kyaa)
on what street

3 A: bhaaii saahab, moocii kis saRak-
par baiThtee h8I.

Pardon me, which street do the shoe-
makers sit on?

aglaa

next

4 AJW: aglai saRak-par.

On the next street.

5 A: kidhar.

Which way?

udhar
baay88
baa88 haath-par
rahnnaa
rahtee h8I

that way
left
on the left hand
to live, to remain
live, are (m pl)

6 AJW: udhar baa88 haath-par bahut.
moocii rahtee h8I.

There are many shoemakers over
there to the left.

sunnaa
sunoo
in
in juut88-koo
Thiik karnaa
zaraa

to listen
listen! (familiar)
(oblique plural of yee)
to these shoes
to fix
a little (adv)

7 A: sunoo, zaraa in juut88-koo
Thiik karnaa bhaaii.

Listen, would you fix these shoes?

- 8 M: acchaa saahab, kidhar phaTaa hai.
 deekhnnaa
 deekhoo
 idhar
- 9 A: is juutee-koo deekhoo, idhar.
- 10 M: kyaa aap wideeXii hāī?
 māī
 hūū
- 11 A: hāā, māī wideeXii hūū.
 aatii hai
 hindii
 tarah
 acchii tarah
- 12 M: aap-koo too hindii acchii tarah aatii hai.
 boolnaa
 booltaa hūū
 thooRaa
- 13 A: hāā, māī thooRii hindii booltaa hūū.
- 14 A: kitnaa paisaa?
 baarah
- 15 M: baarah aanee saahab.
 zyaadaa
 bataanaa
 bataaoo
- 16 A: yee too zyaadaa hai bhaaii. Thiik bataaoo.
 kahnaa
 kah rahaa hūū
- 17 M: nahīī saahab, Thiik kah rahaa hūū.
 karnaa
 karoo
 jaldii
 jaldii karoo
- 18 A: acchaa, jaldii karoo.

- torn
Yes, sir, where is it torn?
 to see, to look at
 look! (familiar)
 here (adv)
Look at this shoe, right here.
Are you a foreigner?
 I
 am
Yes, I'm a foreigner.
 comes (f sg)
 Hindi
 manner, way (f)
 well, in a good manner
You speak Hindi well.
 to speak
 I speak (m)
 little, a little
Yes, I speak a little Hindi.
How much is it?
 twelve
Twelve annas, sir.
 much (adv)
 to tell
 tell! (familiar)
But that's too much. Give me the right price.
 to say
 I am saying (m)
No, sir. I'm giving you the right price.
 to make
 make! (familiar)
 haste
 make haste!
All right, but hurry.

- deetaa hūū
abhiī
- 19 M: abhiī deetaa hūū.
kar rahee hoo
- 20 A: deekhoo, kyaa kar rahee hoo.
paaliṣ
paaliṣ karnaa
paaliṣ kar deenaa
un-par
- 21 A: zaraa un-par paaliṣ bhiī kar deenaa.
kar deetaa hūū
- 22 M: abhiī kar deetaa hūū.
leenaa
loo
- 23 A: loo bhaaiī, apnee paisee leenaa.

- I give (m)
right now (adv)
I'll give it to you right away.
you are doing (familiar)
Look, what are you doing?
polish (f)
to polish
to go ahead and polish
on them
Put some polish on them too.
I go ahead and do it
I'll do it right away.
take
take! (familiar)
Here, take your money.

Cultural Notes

Nainital, located in the Himalayan foothills of Uttar Pradesh, is one of the North Indian hill stations. Originally built as summer headquarters for British administrators, these hill stations have now become favored vacation resorts for urban residents from all over India.

Nainital is divided into two sections, a modern, Westernized section and a traditional one. The modern portions of Nainital contain Western style hotels, resorts and playgrounds. The traditional bazaar shows the architecture of the typical Himalayan hill town. Streets are steep and narrow and houses are built close together. The ordinary house has two stories; the first serves as a store or work shop, the second as a residence.

Shopkeepers in most of the bigger shops are used to dealing with a variety of tourists from all over India and from other parts of the world.

This is not the case with shoemakers who as a rule come from the poorest sector of the population. Their families usually live in neighboring hill villages where the local dialects are quite distinct from Hindi. They know only enough Hindi to carry on their business.

In our conversation the expression bhaai saahab is used when calling to a passer-by. This is slightly more familiar than saahab. In such meetings on the street polite pronouns are used.

The shoemaker is addressed directly without preliminary greeting. Greetings are not very frequent among strangers in a bazaar. The familiar form of address used by the customer is reserved for close relatives, children, servants and very poor artisans.

Word Study

1. Adjective: nayaa new

puraanee baazaar-mēē.
naee baazaar-mēē.

In the old market.
In the new market.

wahāā baRii dukaanēē hāī.
wahāā puraaniī dukaanēē hāī.
wahāā naiī dukaanēē hāī.

There are big shops over there.
There are old shops over there.
There are new shops over there.

mujhee pasand hai. bahut sundar hai.
mujhee pasand hai. bahut puraanaa hai.
mujhee pasand hai. bahut nayaa hai.

I like it. It's very beautiful.
I like it. It's very old.
I like it. It's very new.

2. Numbers

gyaarah eleven
baarah twelve
teerah thirteen
caudah fourteen
pandrah fifteen

soolah sixteen
satrah seventeen
aThaarah eighteen
unniis nineteen
biis twenty

3. Introduction to names

Names and forms of address are very complicated in India. Here are some general guide lines:

Men are usually addressed by their last name. Most Hindu last names are followed by the honorifics jii or saahab. Names of Moslems and foreigners are usually followed by saahab. Married and unmarried Hindu women are usually addressed by their first name followed by jii.

Men

Garmaa jii
guptaa jii
warmaa jii
khaan saahab
singh saahab
Green saahab

Women

uṣaa jii
siitaa jii
kamlaa jii
puṣpaa jii

Uneducated people often use meem saahab to address Western ladies.

Pronunciation Drills

1. h

Hindi h is sometimes voiced and sometimes voiceless. English h is always voiceless. Voiced h occurs at the beginning of a syllable; voiceless h occurs at the end of a syllable.

Voiced

hũũ	gaahak
hoo	saahab
hindii	nahĩĩ
	bahut
	daahinaa

Voiceless

kah	kahnaa
rah	rahnaa
tarah	dohraanaa

Some speakers of English have a voiced h in the forms huh and uh huh.

1.1 Voiced

A. Imitation drill

kahãã	kahaa	rahaa
wahãã	kahee	rahee
yahãã	kahii	rahii
nahĩĩ	bahut	gaahak
yahĩĩ	bahan	saahab
kahĩĩ	šahar	joohar

B. Imitation drill

hii	hũũ	ham	hootaa
hai	hãã	har	hootee
hoo	hãĩ	haj	hootii

C. Buildup drill

aaiyee/saahab
daahinee haath-par/miltee hãĩ.
bahut/taazaa hai/saahab.
bahut/taazee/hãĩ/saahab.
kyaa/yee/mahãgii hai.
hãã,/bahut/mahãgii hai.
kyaa/woo/mahãgii hãĩ.
nahĩĩ,/bahut/mahãgii/nahĩĩ.

D. Additive drill

Add kahãã hai.

Instructor: phal-kii dukaan.
Class: phal-kii dukaan kahãã hai.

kapRee-kii dukaan
miThaaii-kii dukaan
rooTii-kii dukaan
acchaa mcocii
amriikan kitaab
mahãgii saaRii

E. Additive drill

Add hāā.

Instructor: kaafii hai.
 Class: hāā, kaafii hai.

taazaa hai.	baRaa hai.
pakkee hāī.	naee hāī.
miThii hāī.	acchii hāī.
chooTii hai.	mahāga hai.

F. Additive drill

Pronunciation IIA

Repeat Drill E adding nahīī.

Instructor: kaafii hai.
 Class: nahīī, kaafii nahīī hai.

1.2 Voiceless

A. Additive drill

Add rahtee.

Instructor: udhar bahut moocii hāī.
 Class: udhar bahut moocii rahtee hāī.

udhar bahut phal-waalee hāī.
 udhar bahut kapRee-waalee hāī.
 udhar bahut miThaaii-waalee hāī.

udhar bahut wideešii hāī.
 udhar bahut dukaandaar hāī.
 udhar bahut widyaarthii hāī.

B. Additive drill

Add Thiik kahtaa hai.

Instructor: moocii
 Class: moocii Thiik kahtaa hai.

gaahak	phal-waalaa
wideešii	kapRee-waalaa
dukaandaar	miThaaii-waalaa

C. Individual production

Each student counts from
 11 to 18.

D. Buildup drill

kyaa/kah/rahee hoo.
 kahāā/rah/rahee hoo.
 aap-koo/hindii/acchii tarah/aatii hai.
 daahinee haath-par/bahut moocii/rahtee hāī.
 nahīī/saahab,/māī/Thiik/kah/rahaa hūū.

2. uu

A. Imitation drill

puuch	thuun	suur	mazduur	puuchaa	juutaa	šuruu
bhuut	khuun	muur	maaluum	puuchee	TuuTaa	sapuut
Tuut	khuub	duur	maasuum	puuchii	juutee	sabuut
thuuk	duuj	cuur	zaituun	puuchīī	TuuTee	zaruur

B. Buildup drill

aap/šuruu/kiiijiyee.
 ušaa jii/šuruu/kartii hāī.
 zaruur,/urduu/booltaa hai.
 in/juutōō-koo/Thiik karnaa.
 is/juutee-koo/deekhoo.
 eek/sawaal/puuchiyyee.

2.1 uu

This is the nasalized counterpart of uu. Compare the following pairs of words as the instructor reads them:

šuruu	beginning	urduu	Urdu
karūū	Should I do it?	dūū	Should I give it?

A. Imitation drill

dūū	pūūch	karūū	khaaūū	bataaūū
lūū	phūūs	kahūū	jaaūū	bulaaūū
yūū	bhūūs	rahūū	beecūū	dikhaaūū
hūū	bhūūj	sunūū	puuchūū	dohraaūū

B. Additive drill

Add hūū.

Instructor: wideešii
 Class: wideešii hūū.

gaahak
 saahab
 dukaandaar
 widyaarthii

C. Additive drill

Repeat Drill B, adding
māī . . . hūū.

D. Additive drill (men)

Add māī . . . hūū.

singh	phal-waalaa
khaan	kapRee-waalaa
warmaa	miThaaii-waalaa
šarmaa	aanee-jaanee-waalaa
guptaa	

E. Additive drill (women)

Add māī . . . hūū.

uušaa	phal-waalii
siitaa	miThaaii-waalii
kamlaa	aanee-jaanee-waalii
pušpaa	

3. th

This is the aspirated counterpart of the dental consonant t. Listen to the following pairs of words as the instructor reads them:

tam	dark	thooRaa	broken
tham	pillar	thooRaa	less, few
kataa	spun	maataa	mother
kathaa	sermon	maathaa	forehead

A. Imitation drill

thuuk	thooRaa	mathaa
thoop	thooRee	mathee
thaar	thooRii	mathii
thar	thakii	mathuraa
thak	thakee	
than	thakaa	

B. Additive drill

Add kyaa and a question intonation.

Instructor: thooRii hindii booltee hāī.
Class: kyaa thooRii hindii booltee hāī?

Instructor: thooRaa phal khaatee hāī.
thooRee juutee. Thiik kartee hāī.
thooRii saariyāā khariidtee hāī.
thooRaa kaam kartee hāī.
thooRee keelee beectee hāī.

4. th-Th contrasted

Listen to the following pairs of words as the instructor reads them:

thii	was (f)	paathaa	moulded
Thiik	all right	paaThaa	a fat animal
thaanaa	police station		
Thaanaa	determined		

A. Buildup drill

thooRaa/phal/laataa hai.	yee/mathuraa-kii/miThaaii hai.
thooRaa/phal/khaataa hai.	yee/miThaaiyāā/mathuraa-see hāī.
thooRii/khurcan/laataa hai.	woo/widyarthii/Thiik hai.
thooRii/khurcan/khaataa hai.	woo/widyarthii/Thiik-see/baiThtee hāī.
thooRii/miThaaii/laataa hai.	tum/Thiik/baiThoo.
thooRii/miThaaii/khaataa hai.	widyarthii/kahāā/baiThtee hāī.

5. The -taa participle

A. Imitation drill

aataa	bulaataa	beectaa	suntaa
khaataa	bataataa	puuchtaa	gintaa
jaataa	dikhaataa	booltaa	miltaa
laataa	dhulaataa	deekhtaa	kartaa
leetaa	dohraataa	baiThtaa	bajtaa
deetaa			samajhtaa
dhootaa			likhtaa
			ruktaa
			rahtaa

B. Additive drill

The class adds woo . . . hai to the verbs above.

Instructor: aataa-

Class: woo aataa hai.

C. Additive drill

The instructor gives the masculine plural forms of the verbs above and the class adds singh jii . . . hāī.

Instructor: aatee

Class: singh jii aatee hāī.

D. Additive drill

The instructor gives the feminine forms of the verbs above and the class adds siitaa jii . . . hāī.

Instructor: aatii

Class: siitaa jii aatii hāī.

6. Medial bh

A. Imitation drill

abhii	goobhii
sabhii	loobhii
tabhii	duubhar
kabhii	sābhar

B. Additive drill

Add abhii.

Instructor: jaataa hai.

Class: abhii jaataa hai.

khaataa hai.	deetii hai.
kartaa hai.	suntii hai.
beectaa hai.	booltii hai.
dikhaataa hai.	dohraatii hai.

laatee hāī.	deekhtii hāī.
baiThtee hāī.	leetii hāī.
khariidtii hāī.	samajhtee hāī.
baiThtii hāī.	bataatee hāī.

7. w

This sound differs from speaker to speaker. In the speech of some, it is similar to English w. In the speech of others it sounds like English v. A third group of speakers uses both sounds, the choice depending on the position of the sound in the word. The class should imitate the instructor as closely as possible, pronouncing this sound in whatever way he does.

A. Imitation drill

woo	sawaal
wardii	jawaab
warmaa	dawaa
wahāā	tawaa
wacan	juutee-waalaa
wideeēii	kapRee-waalaa
widyarthii	miThaaii-waalaa

itwaar	chaTwaayaa
patwaar	chaTwaatee
puurwaj	chaTwaaii
phal-waalaa	caTwaaii
	caTwaatee
	caTwaayaa

B. Buildup drill

warmaa jii/wideeēii hāī.
 woo/phal-waalaa/wahāā hai.
 kyaa/woo/widyarthii/wahāā hai?
 woo/wideeēii/sawaal/puuchtaa hai.
 woo/widyarthii/jawaab/deetaa hai.
 kyaa/woo/wideeēii/warmaa jii hāī?

C. Additive drill

Add kyaa woo and question intonation to the statements given by the instructor.

Instructor: wideeēii wahāā hai.
 Class: kyaa woo wideeēii wahāā hai?

juutee-waalaa wahāā hai.
 kapRee-waalaa wahāā hai.
 miThaaii-waalaa wahāā hai.
 phal-waalaa wahāā hai.
 aanee-jaanee-waalaa wahāā hai.

8. oo

Avoid pronouncing this vowel with an u-sound at the end as in English. The Hindi speaker hears this as ouu.

A. Imitation drill

oo	kooT	chooTaa
woo	loog	chooTee
loo	bool	chooTii
hoo	zoor	thooRii
koo		thooRee
too		thooRaa
doo		
dhoo		

B. Additive drill

Add oo.

Instructor: khaa.
 Class: khaaoo.

jaa	bulaa	beec	mil
lee	dikhaa	puuch	likh
dee	dhulaa	bool	ruk
dhoo	dohraa	baiTh	rah

9. Long vowel sequences

A. Expansion drill

loo.
beer.
doo
woo

doo.
seeb
tiin
yee

aap-kee hāī.
seeb
woo

Thiik hāī?
daam
beer-kaa
kyaa

cauk-mēē hāī.
loog
biis
woo

peeRee hāī.
doonōō
yee

kaisee hīī.
aap
siitaa jii

booltii hāī.
zyaadaa
siitaa jii

laatii hāī.
paisee
biis
siitaa jii

miltee hāī.
baazaar-mēē
keelee
zyaadaa

maaluum hai?
aap-koo
baazaar
doo
woo
kyaa

beetee hāī.
cauk-mēē
cāādnii cauk
juutee-waalee

jaataa hai.
siidhaa
jaanee-waala
aanee
woo

Grammar Drills

1. The personal pronoun māī; the auxiliary verb hūū

hūū 'am' is the form of hai used with māī 'I.' Since its only meaning is 'am' the subject is unambiguously 'I' even when no pronoun is used.

māī amriikaa-see hūū. (or) amriikaa-see hūū.

Referring to himself a man uses masculine adjectives and nouns, a woman uses feminine forms.

māī acchaa phal-waalaa hūū.

māī acchii phal-waalii hūū.

A. Substitution drill

I'm a student.

māī (widyaarthii) hūū.

wideesii

amriikan

hindustaanii

paakistaanii

dukaandaar

B. Substitution drill: (men)

I'm a good student in class.

klaas-mēē māī (acchaa widyaarthii) hūū.

hindii-kaa widyaarthii

phal-waalaa

miThaaii-waalaa

kapRee-waalaa

mooicii

C. Substitution drill: (women)

I'm a new student.

māī (naii widyaarthii) hūū.

chooTii amriikan

phal-waalii

miThaaii-waalii

acchii

D. Individual response drill

dukaandaar: aap kahāā-kee(ii) hāī.

Where are you from?

gaahak: māī nainiitaal-kaa(ii) hūū.

I'm from Nainital.

dukaandaar: aap kahāā-kee(ii) hāī.

gaahak: māī banaaras-kaa(ii) hūū.

E. Individual response drill

Repeat Drill D, omitting māī from the answer.

dukaandaar: aap kahāā-kee(ii) hāī.

gaahak: madraas-kaa(ii) hūū.

F. Individual response drill: māī, aap

Tiicar: māī Tiicar hūū. aap kyaa hāī. I'm a teacher. What are you?
 widyaarthii: māī widyaarthii hūū. I'm a student.

Tiicar: māī acchaa hūū. aap kaisee hāī.
 widyaarthii: māī bhii acchaa(ii) hūū.

māī hindustaan-see hūū. aap kahāā-see hāī.
 māī hindii-kii klaas-mēē hūū. aap kahāā hāī.
 māī Thiik hūū. aap kaisee hāī.
 māī phal-waalaa hūū. aap kyaa hāī.
 māī amriikaa-mēē hūū. aap kahāā hāī.
 māī saahab hūū. aap kyaa hāī.
 māī dillii-kaa hūū. aap kahāā-kee hāī.

G. Individual response drill: māī, aap

Repeat Drill F. in reverse.

Tiicar: aap widyaarthii hāī. māī kyaa hūū.
 widyaarthii: aap Tiicar hāī.

H. Double substitution agreement drill: negative of māī . . . hūū, aap . . . hāī

I'm not a foreigner.

(māī) (wideeśii) nahīī hūū.

aap amriikan
 māī amriikaa-see
 aap hindustaanii
 māī hindustaan-see
 aap hindustaan-mēē

I. Individual response drill: māī, aap

Each student responds with an appropriate answer, either affirmative or negative. If the answer is negative, he adds the correct answer.

Instructor: Are you a Hindi student?
 Student: Yes, I'm a Hindi student.

Tiicar: kyaa aap hindii-kee(ii) widyaarthii hāī?
 widyaarthii: jii hāā, (māī) hindii-kaa(ii) widyaarthii hūū.

Tiicar: kyaa aap hindustaan-mēē hāī?
 widyaarthii: jii nahīī, aap dukaandaar nahīī, aap Tiicar hāī.

Tiicar: kyaa māī hindustaan-kaa hūū?
 kyaa aap hindustaan-kee(ii) hāī?
 kyaa aap hindii-kii klaas-mēē hāī?
 kyaa māī hindii-kaa widyaarthii hūū?
 kyaa aap Thiik hāī?
 kyaa aap paakistaan-mēē hāī?

kyaa mǎi moocii hūū?
 kyaa aap widyaarthii hāi?
 kyaa aap acchee(ii) widyaarthii hāi?
 kyaa mǎi mathuraa-see hūū?
 kyaa aap dukaan-mēē hāi?

J. Chain drill: yee, woo

Each student asks his neighbor a question about someone in the class. A dash indicates that the name of a student in the class is to be asked.

Tiicar: --- saahab kahāā-kee hāi. Where is Mr. --- from?
 widyaarthii: yee amriikaa-kee hāi. He's from America.

Tiicar: mis --- kyaa hai.
 widyaarthii: yee hindii-kii widyaarthii hāi.

Tiicar: kyaa mis --- acchii widyaarthii hāi?
 widyaarthii: jii hāā, yee bahut acchii widyaarthii hāi.

K. Chain drill: māi, aap, yee, woo

Each student asks his neighbor a question about the neighbor, himself, or another student in the class.

Tiicar: kyaa mǎi moocii hūū? Am I a shoemaker?
 widyaarthii: jii nahī, aap Tiicar hāi. No, you're a teacher.

Tiicar: --- saahab kahāā hāi.
 widyaarthii: yee klaas-mēē hāi.

Tiicar: aap kaisee hāi.
 widyaarthii: Thiik hūū.

2. Familiar verbal request forms

The familiar request form has the ending -oo which is added to the verbal root. The verbs leenaa and deenaa have the special forms loo and doo. This type of request is more familiar than the neutral form ending in -naa. It is used when talking to children or servants such as hotel bearers, restaurant waiters or poor craftsmen like the shoemaker shown in the pictures. It may also be employed with one's equals as a sign of intimacy or familiarity.

Thiik bataaoo.
 jaldii karoo.
 yee deekhoo.
sunoo.

A. Transformation drill: neutral to familiar

<u>Instructor</u>	<u>Class</u>
Listen.	Listen.
sunnaa.	sunoo.
kahnaa.	kahoo.

laanaa.	laaoo.
aanaa.	aaoo.
boolnaa.	booloo.
baiThnaa.	baiThoo.
puuchnaa.	puuchoo.
deekhnaa.	deekhoo.
dikhaanaa.	dikhaaoo.
bataanaa.	bataaoo.
leena.	loo.
deena.	doo.

B. Transformation drill: familiar to neutral

Repeat Drill A in reverse.

C. Transformation drill: polite to familiar

The polite form of these requests would be used by a university professor. The familiar form would be used by a primary or secondary school teacher.

Instructor

Please come in.

andar aaiyee.
wahāā baiThiyee.
hindii booliyee.
šuruu kiijiyee.
sawaal puuchiyee.
jawaab diijiyee.
Thiik kahiye.
jaldii kiijiyee.
kitaab deekhiye.
pensil liijiyee.
Thiik bataaiyee.

Class

Come in.

andar aaoo.
wahāā baiThoo.
hindii booloo.
šuruu karoo.
sawaal puuchoo.
jawaab doo.
Thiik kahoo.
jaldii karoo.
kitaab deekhoo.
pensil loo.
Thiik bataaoo.

D. Transformation drill: familiar to polite

Repeat Drill C in reverse.

3. The -taa participle plus hai.

The -taa participle is formed by the addition of -taa (ee, ii) to the verb root. The grammatical function of present participles is similar to that of adjectives. Endings vary with masculine and feminine singular and plural subjects:

woo acchaa hai.	woo hindii booltaa hai.	He speaks Hindi.
woo acchii hai.	woo hindii booltii hai.	She speaks Hindi.
aap acchee hāī.	aap hindii booltee hāī.	You speak Hindi.
aap acchii hāī.	aap hindii booltii hāī.	You speak Hindi.

Verbal constructions consisting of the -taa participle followed by hai most commonly indicate customary action as in the above examples. They may also be used to lend an air of definiteness to a promise as in abhi deetaa hūū, literally, 'I'm giving it to you right now,' just as in English we sometimes say 'I'm coming,' before we've started to move.

daahinee haath-par miltee hāī.
 moocii kahāā baithtee hāī.
 māī thoorii hindii booltaa hūū.
 abhii deetaa hūū.

A. Conversational response drill

Instructor

The shoemaker is good.

moocii acchaa hai.
 saahab acchee hāī.
 phal-waalii acchii hai.
 meem saahab acchii hāī.
 moocii acchee hāī.
 wideesii acchaa hai.
 usāa jii acchii hāī.
 warmaa jii acchee hāī.
 aanee-jaanee-waalaa acchaa hai.
 singh saahab acchee hāī.
 kamlaa jii acchii hāī.

Class

He speaks Hindi.

woo hindii booltaa hai.
 booltee hāī.
 booltii hai.
 booltii hāī.
 booltee hāī.
 booltaa hai.
 booltii hāī.
 booltee hāī.
 booltaa hai.
 booltee hāī.
 booltii hāī.

B. Conversational response drill

Note that -waalaa is preceded by the oblique form of the noun.

Instructor

What does the cloth-seller sell?

kapRee-waalaa kyaa beectaa hai.
 phal-waalaa kyaa beectaa hai.
 miThaaii-waalee kyaa beectee hāī.
 phal-waalii kyaa beectii hai.
 juutee-waalaa kyaa beectaa hai.
 kursii-waalee kyaa beectee hāī.
 hindii-waalee kyaa booltee hāī.
 urduu-waalaa kyaa booltaa hai.

Class

He sells cloth.

kapRaa beectaa hai.
 phal beectaa hai.
 miThaaii beectee hāī.
 phal beectii hai.
 juutee beectaa hai.
 kursiyāā beectee hāī.
 hindii booltee hāī.
 urduu booltaa hai.

C. Conversational response drill

Instructor

Give it to me.

deenaa.
 karnaa.
 kahnaa.
 khaanaa.
 leenaa.
 boolnaa.
 deekhaanaa.
 dikhaanaa.
 bataanaa.
 kar deenaa.

Men

I'll give it to
 you right away.
 abhii deetaa hūū.
 kartaa
 kahtaa
 khaataa
 leetaa
 booltaa
 deekhtaa
 dikhaataa
 bataataa
 kar deetaa

D. Conversational response drill

Instructor

deenaa.
 karnaa.
 kahnaa.
 khaanaa.
 leenaa.
 boolnaa.
 deekhaanaa.
 dikhaanaa.
 bataanaa.
 kar deenaa.

Women

abhii deetii hūū.
 kartii
 kahtii
 khaatii
 leetii
 booltii
 deekhtii
 dikhaatii
 bataatii
 kar deetii

E. Conversational response drill

Repeat Drills C and D, the instructor giving the polite request form instead of the neutral.

Instructor

Men

Women

diijiyee.

abhi deetaa hũũ.

abhi deetii hũũ.

F. Conversational response drill: (men)

Instructor

Men

Do you speak Hindi?

Yes, I speak Hindi.

kyaa aap hindii booltee hãĩ?

jii hãã, mãĩ hindii booltaa hũũ.

kyaa aap angreezii booltee hãĩ?

angreezii booltaa hũũ.

kyaa aap amriikaa-mẽẽ rahtee hãĩ?

amriikaa-mẽẽ rahtaa hũũ.

kyaa aap papiitee khaatee hãĩ?

papiitee khaataa hũũ.

kyaa aap hindii samajhtee hãĩ?

hindii samajhtaa hũũ.

kyaa aap bahut miThaaĩ khaatee hãĩ?

bahut miThaaĩ khaataa hũũ.

G. Conversational response drill

Repeat Drill F with the women in the class responding.

Instructor

Women

kyaa aap hindii booltii hãĩ?

jii hãã, mãĩ hindii booltii hũũ.

H. Substitution-agreement drill:
masculine and feminine plural

Where do the shoemakers sit?

(moocii) kahãã baiThtee hãĩ?

kapRee-waalee

uṣaa jii

guptaa jii

khaan saahab

kamlaa jii

meem saahab

warmaa jii

Continue with names of
students in the class.

I. Substitution-agreement drill: masculine,
feminine; singular, plural

Good cloth is found in that direction.

(acchaa kapRaa) udhar miltaa hai.

taazee papiitee

naii kitaabẽẽ

sastaa kaagaz

taazii miThaaĩ

miiThee santree

mahãgii saaRiyãã

pakkaa phal

chooTee peeRee

amriikaa-kii paaliṣ

hindustaanii juuttee

acchii pensilẽẽ

J. Substitution drill

You can find it to the right.

(daahinee haath-par) miltaa hai.

baaẽẽ haath-par

baazaar-mẽẽ

phal-kii dukaan-par

idhar

udhar

yahãã

wahãã

K. Chain drill

Each student adds an appropriate adjective to the noun given by the instructor.

Instructor: bread
 Foreigner: Where can I find some fresh bread?
 Passerby: To the right.

Instructor: rooTii
 wideešii: taazii rooTii kahāā miltii hai.
 aanee-jaanee-waalaa: daahinee haath-par.

Instructor: rasgullee
 wideešii: saste rasgullee kahāā miltee hāī.
 aanee-jaanee-waalaa: mīThaai-kii dukaan-par.

Instructor:	saaRiyāā	beer
	phal	seeb
	juutee	kapRaa
	paališ	blaauzēē
	kitaabēē	kaagaz
	khurcan	santree

3.1 Negative of the -taa participle construction

The negative of the -taa participle construction contains the particle nahīī before the participle but usually does not contain a form of hai. The use of hai makes the statement emphatic.

māī hindii nahīī booltaa.	I don't speak Hindi.
māī hindii nahīī booltaa hūū.	I don't speak Hindi.

In negative-positive contrasting statements, hai does not occur in the first statement.

māī hindii nahīī booltaa,	I don't speak Hindi; I
angreezii booltaa hūū.	speak English.

A. Conversational response drill

Repeat Drill A, 3, p. 109, the class responding with the negative.
 Substitute angreezii for hindii.

<u>Instructor</u>	<u>Class</u>
The shoemaker is good.	He doesn't speak English.
moočii'acchaa hai.	woo angreezii nahīī booltaa.

B. Conversational response drill

<u>Instructor</u>	<u>Class</u>
Does the cloth seller sell fruit?	No, he doesn't sell fruit. He sells cloth.
kyaa kapRee-waalaa phal beectaa hai?	jii nahīī, phal nahīī beectaa. kapRaa beectaa hai.

kyaa miThaaai-waalee juutee beectee hāī?
 kyaa phal-waalii miThaaai beectii hai?
 kyaa juutee-waalaa kapRaa beectaa hai?
 kyaa kursii-waalaa meezēē beectaa hai.
 kyaa hindii-waalaa angreezii booltaa hai?

C. Individual conversational response drill

Instructor: Do you speak Hindi?

Student: No, not Hindi; I speak only English.

Tiicar: aap hindii booltee(ii) hāī?

widyarthii: nahīī, hindii nahīī. sirf angreezii booltaa(ii) hūū.

Tiicar: aap hindustaan-mēē rahtee(ii) hāī?

widyarthii: nahīī, hindustaan-mēē nahīī. amriikaa-mēē rahtaa(ii) hūū.

Tiicar: aap miThaaai khaatee(ii) hāī?

aap papiitee khaatee(ii) hāī?

aap bahut hindii samajhtee(ii) hāī?

aap klaas-mēē daahinee (baaēē) haath-par baiThtee(ii) hāī?

aap paakistaan-mēē rahtee(ii) hāī?

aap paakistaan-kii urduu booltee(ii) hāī?

D. Chain drill

The scene is Mathura. Each student asks the next if he lives in a certain city. The answer is either yes or no.

Foreigner: Do you live in Delhi?

Indian: No, I don't live in Delhi. I live in Nainital.

wideeīī: kyaa aap dillii-mēē rahtee(ii) hāī?

hindustaanii: jii nahīī. dillii-mēē nahīī rahtaa(ii). nainiitaal-mēē rahtaa(ii) hūū.

wideeīī: kyaa aap yahāā rahtee(ii) hāī?

hindustaanii: jii hāā, yahāā rahtaa(ii) hūū.

4. The oblique of adjectives

Marked adjectives that precede a masculine noun in a postpositional phrase have the oblique ending -ac. Those preceding a feminine noun, as well as all unmarked adjectives, do not change.

puraance-baazaar-mēē
agllī saRak-par

A. Transformation drill: marked masculine

Instructor

Class

The papaya is fresh.

How much is a fresh papaya?

ye papiitaa taazaa hai.

taazee papiitee-iaa daam kyaa hai.

pakkaa

pakkec

acchaa

acchee

baRaa
dillii-kaa
baazaar-kaa
dukaan-kaa
nainiitaal-kaa

baRee
dillii-kee
baazaar-kee
dukaan-kee
nainiitaal-kee

B. Transformation drill: marked feminine

Instructor

The sari is expensive.
yee saaRii mahāgii hai.
acchii
sastii
madraas-kii
banaaras-kii

Class

How much is an expensive sari?
mahāgii saaRii-kaa daam kyaa hai.
acchii
sastii
madraas-kii
banaaras-kii

C. Transformation drill: unmarked

Instructor

The sari is beautiful.
saaRii sundar hai.
kapRaa sundar hai.
juutaa hindustaanii hai.
blauz banaarsii hai.
papiitaa kharaab hai.
seeb madraasii hai.

Class

How much is a beautiful sari?
sundar saaRii-kaa daam kyaa hai.
sundar kapRee-kaa
hindustaanii juutee-kaa
banaarsii blauz-kaa
kharaab papiitee-kaa
madraasii seeb-kaa

D. Double substitution-agreement drill

The shoemakers sit on the next street.

moocii (aglie) (saRak-par) baiThtee hāī.

baazaar-mēē
naee
šahar-mēē
puraanee
kursii-par

E. Double substitution-agreement drill

There are many people in the old market place.

bahut loog (puraanee) (baazaar)-mēē hāī.

dukaan
naii
šahar
aglee
cauk
baRee

5. Oblique singular of yee, woo, kyaa

The oblique singular forms of the pronouns yee, woo, and kyaa are is, us and kis respectively.

is saaRii-kaa daam kyaa hai.
is juutee-koo deekho.
 zaraa us-par paali³ bhii kar deenaa.
 moocii kis saRak-par baiThtee h³ii.

A. Transformation drill: direct to oblique

hindustaanii

This is a fruit.

yee phal hai.
 woo miThaaii hai.
 woo kapRaa hai.
 yee saRak hai.
 woo šahar hai.
 yee cauk
 woo baazaar hai.

wideešii

What's its name?

is-kaa naam kyaa hai.
 us-kaa
 us-kaa
 is-kaa
 us-kaa
 is-kaa
 us-kaa

B. Transformation drill: oblique to direct

hindustaanii

This is a fruit.

yee phal hai.
 woo miThaaii hai.
 yee kapRaa hai.
 yee phal-waalaa hai.
 yee moocii hai.
 woo kapRee-waalaa hai.
 yee šahar-hai.
 yee baazaar hai.
 woo miThaaii-waalaa hai.

wideešii

What's the name of this fruit?

is phal-kaa naam kyaa hai.
 us miThaaii-kaa
 is kapRee-kaa
 is phal-waalaa-kaa
 is moocii-kaa
 us kapRee-waalaa-kaa
 is šahar-kaa
 is baazaar-kaa
 us miThaaii-waalaa-kaa

C. Conversational response drill: is, us

dukaandaar

This is a new pair of shoes.

yee nayaa juutaa hai.
 woo hindii-kii kitaab hai.
 yee taa³ee papiitaa hai.
 yee sa³tee kapRee hai.
 woo taa³ii miThaaii hai.
 yee acchi³ paali³ hai.
 woo ba³ar³ii sa³Rii hai.
 woo sa³ee paki³ hai.
 woo sa³ee paki³ hai.

gaahak

How much is this new pair of shoes?

is na³ee juutee-kaa daam kyaa hai.
 us hindii-kii kitaab-kaa
 is taa³ee papiitee-kaa
 is sa³tee kapRee-kaa
 us taa³ii miThaaii-kaa
 is acchi³ paali³-kaa
 us ba³ar³ii sa³Rii-kaa
 is paki³ na³ee-kaa
 us sa³ee paki³-kaa

D. Conversational response drill: is, us

The class responses are the same as those of Drill C.

dukaandaar

This pair of shoes is new.

yee juutaa nayaa hai.
yee kitaab hindii-kii hai.
yee papiitaa taazaa hai.
woo kapRaa sastaa hai.
woo miThaaii taazii hai.
yee paaliṣ acchii hai.
woo saaRii banaarsi hai.
yee seeb pakkaa hai.
woo kitaab puraani hai.

gaahak

How much is this new pair of shoes?

is naee juutee-kaa
is hindii-kii kitaab-kaa
is taazee papiitee-kaa
us sastee kapRee-kaa
us taazii miThaaii-kaa
is acchii paaliṣ-kaa
us banaarsii saaRii-kaa
is pakkee seeb-kaa
us puraani kitaab-kaa

E. Conversational response: kishindustaanii

There's a lot of fruit in this store.

is dukaan-mēḥ bahut phal hāī.
is saRak-par bahut moocii baiThtee hāī.
singh saahab us ṣahar-see aatee hāī.
Ṣarmaa jii us juutee-kii dukaan-mēḥ hāī.
moocii us juutee-par paaliṣ kar deetaa hai.
us kursii-par banaarsii saaRiyāḥ hāī.

hindustaanii

In which store?

kis dukaan-mēḥ.
kis saRak-par.
kis ṣahar-see.
kis juutee-kii dukaan-mēḥ.
kis juutee-par.
kis kursii-par.

F. Chain drill: kis, is, us

gaahak: is-kaa daam kyaa hai. What's the price?
dukaandaar: kis-kaa. Of what?
gaahak: is seeb-kaa. Of this apple.

gaahak: us-kaa daam kyaa hai.
dukaandaar: kis-kaa.
gaahak: us saaRii-kaa.

G. Chain drill: kis, is, us

gaahak: is-kaa naam kyaa hai. What do you call it?
dukaandaar: kis-kaa. Call what?
gaahak: is phal-kaa. This fruit.
dukaandaar: is-kaa naam beer hai. It's called beer.

gaahak: us-kaa naam kyaa hai.
dukaandaar: kis-kaa.
gaahak: us miThaaii-kaa.
dukaandaar: us-kaa naam peeRaa hai.

6. -koo as an object marker

Noun constructions in Hindi sentences may serve either as subjects or as objects. The subject always agrees with the verb; the object does not. While

the subject is always in the direct case and never followed by a postposition, the object, if inanimate, may or may not be followed by a postposition.

seeb khaaiyee. (or) seeb-koo khaaiyee.
yee juutaa deekhoo. (or) is juutee-koo deekhoo.

The difference in meaning is one of style. -koo constructions serve to emphasize the object.

When the object is a person, -koo is required.

sahab-koo deekhoo.

A. Transformation drill: oblique to direct

Instructor

Look at this shoe.

juutee-koo deekhnaa.
seeb-koo khaanaa.
kapRee-koo dikhaanaa.
paisee-koo deenaa.
phal-koo khariidnaa.
papiitee-koo deenaa.
is khurcan-koo deenaa.
us miThaaii-koo khariidnaa.
us aanee-koo deenaa.
is saaRii-koo dikhaanaa.
is keelee-koo khaanaa.
us blaauz-kee kapRee-koo deekhnaa.
us acchee phal-koo deekhnaa.
is miThee santree-koo khaanaa.
is hindii-kii kitaab-koo dikhaanaa.
us naee paisee-koo leenaa.
us taazii miThaaii-koo khariidnaa.
is pakkee papiitee-koo deenaa.

Class

Look at this shoe.

juutaa deekhnaa.
seeb khaanaa.
kapRaa dikhaanaa.
paisaa deenaa.
phal khariidnaa.
papiitaa deenaa.
yee khurcan deenaa.
woo miThaaii khariidnaa.
woo aanaa deenaa.
yee saaRii dikhaanaa.
yee keelaa khaanaa.
woo blaauz-kaa kapRaa deekhnaa.
woo acchaa phal deekhnaa.
yee miThaa santraa khaanaa.
yee hindii-kii kitaab dikhaanaa.
woo nayaa paisaa leenaa.
woo taazii miThaaii khariidnaa.
yee pakkaa papiitaa deenaa.

B. Transformation drill: direct to oblique

Repeat Drill A in reverse, using the polite request pattern.

Instructor

juutaa deekhiyee.

Class

juutee-koo deekhiyee.

7. kitnaa (or, ii) 'how much, how many'

kitnaa is a marked adjective.

kitnaa paisaa.
aap kitnii hindii booltee hāi.

A. Substitution-agreement drill: singular

How much money is there?

kitnaa (paisaa) hai.

paaliṣ
kapRaa
khurcan
miThaaii
phal

B. Substitution-agreement drill: plural

How many pice are there?

kitnee (paisee) hāī.

saaRiyāā
juutee
baazaar
kitaabēē
miThaaiyāā
phal
kapRee
ṣahar
blaauzēē

C. Substitution-agreement drill: singular and plural

How many shoes are there?

kitnee (juutee) hāī.

pensilēē	kursiyāā
miThaaii	baazaar
kapRaa	khurcan
paaliṣ	widyaarthii
paisaa	blaauz-kee kapRee

D. Conversational response drill

hootaa is the -taa participle of the verb hoonaa 'to become, to exist.'Instructor

How much is one and one?

eeek aur eeek kitnee hootee hāī.
doo aur doo kitnee hootee hāī.
doo aur tiin kitnee hootee hāī.
caar aur caar kitnee hootee hāī.
pāāc aur chah kitnee hootee hāī.
saat aur saat kitnee hootee hāī.
saat aur nau kitnee hootee hāī.
das aur das kitnee hootee hāī.
gyaarah aur gyaarah kitnee hootee hāī.
baarah aur teerah kitnee hootee hāī.

Class

Two.

doo hāī.
caar hāī.
pāāc hāī.
aaTh hāī.
gyaarah hāī.
caudah hāī.
soolah hāī.
biis hāī.
baaiis hāī.
paacchiis hāī.

E. Chain drill

The answer must be 25 or less.

Instructor: teerah aur doo kitnee hootee hāī. How much are 13 and 2?
1st Student: pandrah hāī. 15.

1st Student: doo aur aaTh kitnee hootee hāī.
2nd Student: das hāī.

Rapid Response

The questions below are based on the conversation juutōō-kii marammat. The students should have no difficulty in responding readily since the answers are often verbatim parts of the conversation itself. Any appropriate answer, however, is acceptable. These questions also serve incidentally as a test of how well the conversation has been memorized.

Group 1

kyaa nainitaal-mēē nayaa baazaar hai?
amriikan saahab aanee-jaanee-waalee-see kyaa puuchtee hāī.
aanee-jaanee-waalaa kyaa jawaab deetaa hai.
kyaa moocii dukaan-par baiThtee hāī?
moocii saRak-par kidhar baiThtee hāī.
kyaa phaTaa hai.
kyaa wideeṣii hindii booltee hāī?
kyaa paisaa zyaadaa hai?
saahab kitnaa paisaa deetaa hai.
moocii kis-par paaliṣ kartaa hai.

Group 2

puraanaa baazaar kahāā hai.
moocii naee baazaar-mēē baiThtee hāī yaa puraanee-mēē.
moocii kis saRak-par baiThtee hāī.
moocii kidhar rahtee hāī.
baaṣē haath-par kitnee moocii hāī.
wideeṣii moocii-koo kyaa kahtee hāī.
kitnee juutee phaTee hāī.
kyaa moocii-kee gaahak wideeṣii hāī?
kyaa wideeṣii-koo acchii hindii aatii hai?
kyaa saahab bahut hindii booltee hāī yaa kam.

Review Conversations

baat karnaa

1. A: aap kahāā rahtee hāī.
B: Berkeley-mēē rahtaa hūū.
A: kis saRak-par.
B: Haste-par.
Substitutions: different cities and streets

2. A: suniyee, kyaa aap hindii booltii hāī?
B: hāā, thooRii booltii hūū.
A: aap acchii tarah booltii hāī.
Substitutions: angreezii, urduu

baazaar-mēē

3. A: sunoo bhaaii, is-koo Thiik karnaa.
B: abhii kartaa hūū. kahāā phaTaa hai.
A: deekhoo, idhar phaTaa hai. jaldii karnaa.
B: acchaa saahab.
Substitutions: juutee, saaRii, yee kapRaa
4. A: aaiyee singh saahab. baiThiyee, kursii-par.
B: namastee Ŷarmaa jii. aap kaisee hāī.
A: acchaa. aur aap?
B: māī bhii acchaa hūū.
Substitutions: men's and women's names
5. A: deekhiyee, aap-kaa juutaa phaTaa hai.
B: kahāā phaTaa hai.
A: is taraf.
B: juutee-kii dukaan kahāā hai.
A: baazaar-mēē jaaiyee. bahut dukaanēē hāī.
Substitutions: saaRii, blaauz, kamiiz, dhootii

Unit II Part B

Conversation

1 bairee-koo bulaanaa
2 dillii, swis hooTal

3 wideešii: oo bairaa.
4 bairaa: aa rahaa hũũ meem saahab.
5 bairaa: hãã saahab, aap-koo kyaa caahiye.
6 wideešii: mujhee kuch kapRee dhulaanee hãĩ.
7 bairaa: kab-tak caahiye aap-koo.
8 wideešii: kal raat-kee pahlee. mujhee jaldii hai.
9 bairaa: yee too muškil hai. aaj dhoobii-koo bahut kaam hai.

10 wideešii: aur kooii aadmii nahĩ hai madad karnee-kee liye.
11 bairaa: nahĩ, leekin aap kab yahãã-see jaa rahii hãĩ.
12 wideešii: parsõõ saweeree hamẽẽ ghar pahũcnaa hai.
13 bairaa: acchaa. doo pahar-koo caar bajee-kee baad mileegaa. koošĩš karẽẽgee.
14 wideešii: Thiik hai. kaagaz pensil deenaa. us-kee uupar hai.

15 wideešii: zaraa in ciizõõ-koo ginoo. kitnee hãĩ.
16 bairaa: acchaa. aap un-koo likh lijiye.
17 bairaa: kamiizẽẽ, doo.
18 bairaa: paijaamee, caar.
19 bairaa: baniyaainẽẽ, saat.
20 bairaa: anDarwiyar, pããc.
21 bairaa: moozee, tiin.
22 wideešii: sab likhee hãĩ?
23 bairaa: sab ikkiis hãĩ saahab.
24 wideešii: deekhoo, deer na hoo. kal šaam-tak zaruur laanaa.

Vocabulary and Translation of the Conversation

wideeṣii
bairaa

A foreigner (m/f)
A room bearer (m)

bairaa
bulaanaa

bearer, room servant (m)
to call

1 bairaa-koo bulaanaa.

Calling the room bearer.

hooTal
swis hooTal
dillii

hotel, restaurant (m)
Swiss Hotel
Delhi

2 dillii, swis hooTal.

Delhi, Swiss Hotel.

oo

hey!

3 W: oo bairaa.

Bearer!

aa rahaa hūū.

I'm coming

4 B: aa rahaa hūū meem saahab.

Coming, ma'am.

aap-koo
caahiye
aap-koo caahiye

to you
needed
you need

5 B: hāā saahab, aap-koo kyaa caahiye.

Yes, ma'am, what would you like?

kapRaa
kapRee
dhulaanaa
kapRaa dhulaanaa hai
kapRee dhulaanee hāī

an article of clothing, clothing
clothes
to have washed
clothing is to be washed
clothes are to be washed

6 W: mujhee kuch kapRee dhulaanee hāī.

I have some clothes to be washed.

-tak
kab
kab-tak

until
when
by when

7 B: kab-tak caahiye aap-koo.

When do you need them?

kal
raat
-kee pahlee

tomorrow, yesterday (adv)
night (f)
before

8 W: kal raat-kee pahlee. mujhee jaldi
hai.

Before tomorrow night. I'm in a hurry.

too
muškil
dhoobii
dhoobii-koo
dhoobii-koo kaam hai

9 B: yee too muškil hai. aaj dhoobii-koo
bahut kaam hai.

aadmii
kooii
aur kooii
madad
madad karnaa
-kee liyee
madad karnee-kee liyee

10 W: aur kooii aadmii nahī hai, madad
karnee-kee liyee?

aap jaa rahii hāī
yahāā-see

11 B: nahī, leekin aap kab yahāā-see jaa
rahii hāī.

parsōō
saweeraa
saweeree
hamēē
ghar
pahūcnaa
hamēē pahūcnaa hai

12 W: parsōō saweeree hamēē ghar pahūcnaa
hai.

doo pahar
doo pahar-koo
bajnaa
bajaa
caar bajee
-kee baad
mileegaa
koošīš
koošīš karnaa
koošīš karēēgee

13 B: acchaa. doo pahar-koo caar bajee-
kee baad mileegaa. koošīš karēēgee.

but (part)
difficult
washerman (m)
to the washerman
the washerman has work

But that's difficult. The washerman has
a lot of work today.

man (m)
some, someone (adj)
someone else
help (f)
to help
for, in order to
in order to help

Isn't there any other man to help.

you are going
from here

No, but when are you leaving?

day after tomorrow, day before
yesterday (adv)
morning
in the morning (adv)
to us
house, home (m)
to arrive
we have to arrive

We have to get home the day after
tomorrow in the morning.

afternoon (f)
in the afternoon
to strike
struck (adj)
4 o'clock
after
will be received
attempt (f)
to try
we will try

O.K. You'll get it after four o'clock
in the afternoon. We'll try.

kaagaz

pensil

kaagaz pensil

uupar

us-kee uupar

- 14 W: Thiik hai. kaagaz pensil deenaa.
us-kee uupar hai.

ginnaa

ciiz

in

ciizõõ

in ciizõõ-koo

- 15 W: zaraa in ciizõõ-koo ginoo, kitnee
hãĩ.

likhnaa

likh leenaa

un-koo

- 16 B: acchaa. aap un-koo likh liijiye.

ķamiiz

- 17 B: ķamiizẽẽ, doo.

paijaamaa

- 18 B: paijaamee, caar.

baniyaain

- 19 B: baniyaainẽẽ, saat.

anDarwiyar

- 20 B: anDarwiyar, pããc.

moozaa

- 21 B: moozee, tiin.

- 22 W: sab kitnee hãĩ.

ikkiis

- 23 B: sab ikkiis hãĩ saahab.

deer

hoo

na

šaaam

šaaam-tak

laanaa

- 24 W: deekhoo, deer na hoo. kal šaaam-
tak zaruur laanaa.

paper (m)

pencil (f)

paper and pencil

above

on top of that

- All right. Give me the paper and pencil.
They're on top there.

to count

thing (f)

oblique plural of yee

oblique plural of ciiz

to these things

- Count these things. How many are there?

to write

to write down

to them

- All right. Please write them down.

shirt (f)

- Two shirts.

pajama

- Four pairs of pajamas.

undershirt (f)

- Seven undershirts.

pair of undershorts (f)

- Five pairs of shorts.

sock, pair of socks (m)

- Three pairs of socks.

- How many are there in all?

twenty-one

- That's twenty-one in all, ma'am.

delay (f)

should be

negative

evening (f)

by evening

to bring

- Look, don't be late. Be sure to bring
them by tomorrow evening.

Cultural Notes

Most Indian cities have one or more Western style hotels, such as the Swiss Hotel in Delhi. Supervisory personnel in these hotels usually have a good command of English, and the visitor will have little opportunity to practice his Hindi with them. This is not always the case with the room servants, or bearers, as they are known in Indian English, who see to the cleaning, serve snacks, run errands and look after the guests' personal wants.

When there are clothes to be washed the bearer often acts as intermediary with the hotel washerman, who lives behind the hotel near the servants' quarters. Washing and ironing are done by hand. The age-old method of beating the clothes against a rock is still in use. Because of the uncertainties of the weather elaborate negotiations are sometimes required to insure the return of the laundry in time for the guest's departure, and even a bit of Hindi can be quite useful here.

Note that in the conversation the bearer uses the rahaa present in responding to the saahab's call. The implication conveyed here is 'I'm on my way.' He could also have said aataa huū saahab, in which case the connotation would have been 'I'm coming for sure,' i.e., 'I always come when a guest calls.' The expression aap-koo kyaa caahiye is used in service situations as a polite way of asking a person's wants. In conversation among friends and equals other less formal expressions are more frequent.

Word Study

1. Related pairs

dhulaanaa	to have washed	
dhoonaa	to wash	
mujhee kuch kapRee dhulaanee hāī.	I have some clothes to be washed.	
mujhee kuch kapRee dhoonee hāī.	I have some clothes to wash.	
zaraa in ciizōō-koo ginoo.	Count these things.	
zaraa in ciizōō-koo dhoo.	Wash these things.	
saaRiyāā deekhiyee.	Please look at the saris.	
saaRiyāā dhooiyee.	Please wash the saris.	
likhnaa	to write	
paRhnaa	to read, study	
aap un-koo likh liijiye.	Please write them down.	
aap un-koo paRh liijiye.	Please read those.	
māī hindii likh rahaa hūū.	I'm writing Hindi.	
māī hindii paRh rahaa hūū.	I'm reading Hindi. (or) I'm studying Hindi.	
khaanaa	to eat	
khaanaa	food	
māī khaanaa khaa rahaa hūū.	I'm eating food.	

2. Nouns

aurat	woman (f)	
laRkaa	boy	
laRkii	girl	
kitnee aadmii hāī.	How many men are there?	
kitnii aurtōō hāī.*	How many women are there?	
kitnee laRkee hāī.	How many boys are there?	
kitnii laRkiyāā hāī.	How many girls are there?	
aur kooii aadmii nahīī hai?	Isn't there any other man?	
aur kooii aurat nahīī hai?	Isn't there any other woman?	
aur kooii laRkaa nahīī hai?	Isn't there any other boy?	
aur kooii laRkii nahīī hai?	Isn't there any other girl?	

3. Adjective: aasaan easy

yee too muškil hai.	But that's difficult.
yee too aasaan hai.	But that's easy.

*A short a drops out before a long vowel suffix: aurat-aurtōō.

4. Nouns: items of clothing

paInt	trousers
kooT	coat (m)
dhootii	dhoti (f)
kurtaa	kurta (the tunic worn with the dhoti)
ceppal	sandal (f)

5. Time expressions

saweeraa	morning
doo pahar	midday and early afternoon (m)
šaam	late afternoon and evening (f)
raat	after dark (f)

kal raat-kee pahlee.	Yesterday, before nightfall.
kal saweeree-kee pahlee.	Yesterday, before dawn.
kal doo pahar-kee pahlee.	Yesterday, before noon.
kal šaam-kee pahlee.	Yesterday, before evening.

The corresponding time adverbs:

saweeree	in the morning
doo pahar-koo	in the afternoon
šaam-koo	in the evening
raat-koo	at night

doo pahar-koo mileegaa.	You'll get them in the afternoon.
šaam-koo mileegaa.	You'll get them in the evening.
raat-koo mileegaa.	You'll get them during the night.
saweeree mileegaa.	You'll get them in the morning.

Pronunciation Drills

1. jh

Compare the following pairs of words as your instructor reads them:

jaag	awake	jeel	jail	jap	prayer
jhaag	foam	jheel	tolerate	jhap	nap

A. Repetition drill

jhaam	jhuk	bujhaa
jhuum	jhun	bujhee
jhuur	jhan	bujhii
jheer	jhai	samjhii
jhāāp	jhil	samjhee
jhīīk	jhin	samjhaa

B. Expansion drill

samjhee?	mujhee pasand hai.	mujhee pasand hāī.
jawaab	jawaab	juutee
aap	aap-kaa	naee
kyaa		aap-kee
samjhīī?	mujhee maaluum hai.	mujhee maaluum nahīī.
jawaab	ciizēē	jawaab
meeraa	bahut	acchaa
kyaa		
mujhee jalīī hai.	mujhee jaanaa hai.	mujhee dhoonaa hai.
bahut	aaj	paijaamaa
	jaipur	apnaa
	zaruur	
		mujhee dhulaanee hāī.
		paijaamee
		doo
		yee

2. l

In Hindi this sound is always pronounced in the same way. In English it is pronounced in two different ways, depending on whether it comes at the beginning of a syllable or at the end of a syllable. It is the syllable initial l in English that is used in Hindi. This l is sometimes called a "clear l," as opposed to a "dark l" which is the one used at the end of syllables in English. The difference between the two is one of tongue position. The back of the tongue is not as high for the "clear l" as it is for the "dark l."

The syllable division of the words in the first column in Drill A is between the vowel and l, e.g., nii-lii, pai-lii, kee-lee, so that these words should not offer much difficulty. The syllable division of the words in the second column, however, is after the l, e.g., bool-tii, and will need to be practiced.

A. Imitation drill

nili	boolti	jaldi	mil	sawaal
piili	booltee	caltii	kal	nukaal
keele	booltaa	calni	cal	hooTal
kaalaa	boolnaa	milnaa	phal	muškil
paališ	boolnee	mltaa	laal	dillii
soolah		halkaa	bool	bilkul

B. Buildup drill

nainiitaal-kee/phal/kaisee hāī.
 swis/hooTal/dillii-mēē hai.
 dillii-kaa/kapRaa/kahāā/mltaa hai.
 nainiitaal-kii/ciizāē/kahāā/mltii hāī.
 yee/rasgulle/pahlee/khaatee hāī.
 kyaa/yee/phal-waalaa/aliigaRh-see hai?
 eek/sawaal/jaldi/puuchiye.
 kal-tak/muškil hai.
 woo/phal-waalaa/kyaa/bool rahaa hai.
 kal-kee/pahlee/zaruur/mlnaa.

3. ar, aar

A. Repetition drill

baar	kar	uupar
caar	ghar	andar
baazaar	šahar	sundar
dukaandaar	kidhar	Tiicar
banaarsii	idhar	šarmaa
widyarthii	udhar	warmaa

B. Buildup drill

caar/ghar/udhar hāī.
 šarmaa jii/baazaar-mēē hāī.
 dukaandaar/kidhar/jaa rahaa hai.
 widyarthii/kyaa/kar rahee hāī.
 yee/widyarthii/bahut/sundar hai.
 caar/baazaar/is/šahar-mēē hāī.
 banaarsii/saari/kidhar mltaa hāī?
 kyaa/dukaandaar/andar hāī?

4. ōō

A. Repetition drill

bairōō	paīsōō	seebōō	kapRōō
beerōō	klaasōō	loogōō	kurtōō
peeRōō	blaauzōō	juutōō	kamrōō
keelōō	moozōō	baatōō	santrōō
daamōō	meezōō	haathōō	laRkōō

papiitõõ	saaRiyõõ
paijaamõõ	angreeziyõõ
baazaarõõ	wideeşiyõõ
marammatõõ	miThaaiyõõ
dukaandaarõõ	widyaarthiyõõ

B. Additive drill

Add -õõ, making any necessary changes:

Instructor: ghar
Class: gharõõ

phal	haaTh	laRkee	rupaee
beer	baat	laRkii	sawaal
keele	juutee	rooTii	zamiin
peeRee	kurtee	bhaaii	kitaabẽẽ
ciiz	paint	widyaarthii	dukaandaar

5. oo-õõ contrasted

Compare the following pairs of words as your instructor reads them.

hoo	<u>tum</u> form of <u>hai</u>	loo	take!
hõõ	might be (pl)	lõõ	lamplight

A. Buildup drill

zaraa/in/ciizõõ-koo/ginoo.
parsõõ/zaruur/aaoo.
sunoo,/in/juutõõ-koo/Thiik karoo.
sab/baazaarõõ-mẽẽ/deekhoo.
un/loogõõ-see/baat/karoo.
in/chooTii/miThaaiyõõ-koo/loo.
zaraa/in/moozõõ-koo/dhoo.
doonõõ/rooTiyõõ-koo/khariidoo.
un/chooTee/kooTõõ-kaa/daam kyaa hai.
doonõõ/widyaarthiyõõ-koo/bulaaoo.

B. Additive drill

Add -koo dhoo.

Instructor: in kapRõõ
Class: in kapRõõ-koo dhoo.

in moozõõ	un dhootiyõõ
in blaaazõõ	un saaRiyõõ
in paintõõ	un paijaamõõ
in kurtõõ	un kãmiizõõ

6. The plural of aurat-type nouns

A. Imitation drill

saRkẽẽ	jaghõõ	minTõõ
aurtẽẽ	baksõõ	şahrõõ
jaghẽẽ	kaagzõõ	pahrõõ
capplẽẽ	aurtõõ	mahlõõ
imaartẽẽ	saRkõõ	saahbõõ
	hooTlõõ	gaahkõõ
	Tiicrõõ	

B. Additive drill

Add -ẽẽ.

Instructor: aurat
Class: aurtẽẽ

jagah	cappal
saRak	imaarat

C. Additive drill

Add -ओ.

Instructor: jagah
Class: jaghōō

bakas	saRak
kaagaz	hooTal
aurat	minaT
šahar	gaahak
mahal	cappal
saahab	imaarat

7. Vowel clusters

A. Repetition drill

huee	kooii	bataaoo	dhulaaōō
huīī	dhooii	bataaūū	dhulaaīī
huīi	dhooee	bataaīī	dhulaaūū
naii	dhooōō	bataaii	dhulaaoo
naee	baaōō	bataaee	dhulaaee
gaeee	khaaōō	bataaōō	dhulaaīi
gaii	khaae		
gaīī	khaii		
	bhaaii		

B. Additive drill

Add kyaa and question intonation.

Instructor: aataa hai.
Class: kyaa aataa hai?

aaj Thiik hai.
aap wideešii hāī.
apnee kapRee dhootēe hāī.
aaj saweeree kooii kaam hai.
aap baaōō haath-par baiThtee hāī.
apnii naii saaRiyāā dhootii hāī.
aap naee juutee Thiik kar rahee hāī.

Grammar Drills

1. The pronoun ham

ham always takes plural verb forms, even when it indicates 'I.' Women use masculine endings when they use ham to mean 'I' or 'we' (men and women). Only when they use it to mean 'we' (women) do they use feminine forms.

māī hindii booltii hūū. (woman speaking)
ham hindii booltee hāī. (man or woman speaking)

A. Substitution drill: ham
'we' (men and women)

We're English speakers.

ham (angreezii booltee) hāī.
amriikaa-kee
hindii samajhtee
hindii-kee widyaarthii
phal beectee
phal-waalee

B. Double substitution drill: ham
'we' (women)

We understand Hindi.

ham (hindii) (samajhtii) hāī.
likhtii
kapRee
phal
miThaaaii
khariditii
khaatii

C. Conversational response drill: 'we'

Instructor

In the morning I come to class.

māī saweeree klaas aataa hūū.
māī saweeree hindii booltaa hūū.
māī saweeree sawaal puuchtaa hūū.
māī saweeree jawaab deetaa hūū.
māī saweeree angreezii likhtaa hūū.
māī saweeree ghar jaataa hūū.
māī saweeree phal khaataa hūū.
māī saweeree ghar pahūctaa hūū.

Class

We come in the morning too.

ham bhii saweeree aatee hāī.
booltee hāī.
puuchtee hāī.
deetee hāī.
likhtee hāī.
jaatee hāī.
khaatee hāī.
pahūctee hāī.

F. Conversational response drill: 'I'

Repeat Drill F, 3.1, Unit IIA substituting ham for māī. Both men and women respond.

Instructor

Do you speak Hindi?

kyaa aap hindii booltee hāī?

Class

Yes, I speak Hindi.

jii hāā, ham hindii booltee hāī.

G. Chain drill

Repeat Drill D, 3.1, Unit IIA, responding with the ham verb form instead of the māT verb form.

foreigner: Do you live in Delhi?

Indian: No, I don't live in Delhi. I live in Nainital.

wideešii: kyaa aap dillii-mēē rahtee(ii) hāT.

hindustaanii: jii nahīT. dillii-mēē nahīT rahtee. nainiitaal-mēē rahtee hāT.

2. The pronoun tum, the auxiliary hoo

The pronoun tum 'you' is used in the same type of situations as the -oo request form. Note that tum, like aap, may refer to one or more persons even though it always takes a plural verb.

tum kyaa kar rahee hoo

The special form of the auxiliary hoo is employed only with tum and with no other pronoun. Since hoo always indicates a 'tum subject,' the pronoun is often left out in actual conversation.

tum takes the plural of politeness when referring to men. When referring to women, it takes only singular forms.

tum laRkee hoo.

tum acchee hoo.

tum laRkii hoo.

tum may be used with the neutral or the familiar request forms.

A. Transformation drill: neutral to familiar request

Instructor

Class

Try.

Try.

tum koošīš karnaa.

tum koošīš karoo.

tum madad karnaa.

tum madad karoo.

tum jaldii karnaa.

tum jaldii karoo.

tum Thik kar deenaa.

tum Thik kar doo.

tum likh leenaa.

tum likh loo.

tum dhulaanaa.

tum dhulaaoo.

tum dohraanaa.

tum dohraaoo.

tum dikhaanaa.

tum dikhaaoo.

tum khaanaa.

tum khaaoo.

tum aanaa.

tum aaoo.

B. Transformation drill

Repeat Drill A in reverse.

Instructor

Class

tum koošīš karoo.

tum koošīš karnaa.

C. Substitution drill

Are you a room bearer?

kyaa tum (bairee) hoo?
 dillii-kee
 dillii-kee bairee
 laRkii
 nainiitaal-kii
 nainiitaal-kii laRkii
 phal-waalee
 aliigaRh-kee
 aliigaRh-kee phal-waalee

D. Substitution drill

Do you count?

kyaa tum (gintee) hoo?
 kapRee gintee
 sab kapRee gintee
 dhootee
 dhootiyāā dhootee
 sab dhootiyāā dhootee
 saaf kartee
 paint saaf kartee
 sab paint saaf kartee

E. Chain drill: tum

A foreigner visiting India asks various service people and shopkeepers questions about their occupation or birthplace, as in Drill B. The answer may be either 'yes' or 'no.'

wideeYii: kyaa tum dillii-kee hoo? Are you from Delhi?
 hindustaanii: jii hāā, dillii-kaa hūū. Yes, I'm from Delhi.

wideeYii: kyaa tum bairee hoo?
 hindustaanii: jii nahīī, māī dhoobii hūū.

F. Chain drill: aap

Repeat Drill E with the service person or shopkeeper asking a foreigner about his profession or birthplace. 'Student' and 'teacher' can be used as professions.

G. Transformation drill: aap to tumInstructor

Tell me, what do you do?

bataaiyee, aap kyaa kartee hāī.
 bataaiyee, aap kahāā rahtee hāī.
 bataaiyee, aap kitnaa khaatee hāī.
 bataaiyee, aap kaisee baiThtee hāī.
 bataaiyee, aap kab jaatee hāī.
 bataaiyee, aap kab jaatii hāī.
 bataaiyee, aap kaisee baiThtii hāī.
 bataaiyee, aap kitnaa khaatii hāī.
 bataaiyee, aap kahāā rahtii hāī.
 bataaiyee, aap kyaa kartii hāī.

Class

Tell me, what do you do?

bataaoo, tum kyaa kartee hoo.
 kahāā rahtee hoo.
 kitnaa khaatee hoo.
 kaisee baiThtee hoo.
 kab jaatee hoo.
 kab jaatii hoo.
 kaisee baiThtii hoo.
 kitnaa khaatii hoo.
 kahāā rahtii hoo.
 kyaa kartii hoo.

3. ham and tum plus -koo

ham and tum have no separate oblique forms. ham-koo and tum-koo have the informal alternates hamēē and tumhēē.

A. Transformation drill: ham-koo to ham-ēē

Instructor

We like India.

ham-koo hindustaan pasand hai.
ham-koo dillii-kee baazaar pasand hāī.
ham-koo banaarsii saaRiyāā pasand hāī.
ham-koo hindustaanii khaanaa pasand hai.
ham-koo nainiitaal-kii saRkēē pasand hāī.
ham-koo mathuraa-kii miThaaii pasand hai.
ham-koo puraanee baazaar pasand hāī.
ham-koo swis hooTal pasand hai.

Class

We like India.

ham-ēē hindustaan pasand hai.
dillii-kee baazaar pasand hāī.
banaarsii saaRiyāā pasand hāī.
hindustaanii khaanaa pasand hai.
nainiitaal-kii saRkēē pasand hāī.
mathuraa-kii miThaaii pasand hai.
puraanee baazaar pasand hāī.
swis hooTal pasand hai.

B. Transformation drill: ham-ēē to ham-koo

Repeat Drill A in reverse.

C. Transformation drill: tum-koo to tumh-ēē

Instructor

Do you know this hotel?

kyaa tum-koo yee hooTal maaluum hai?
kyaa tum-koo jawaab maaluum hai?
kyaa tum-koo woo baat maaluum hai?
kyaa tum-koo woo makaan maaluum hāī?
kyaa tum-koo woo ciiz maaluum hai?
kyaa tum-koo bahut dukaanēē maaluum hāī?
kyaa tum-koo cāādnii cauk maaluum hai?
kyaa tum-koo puraanii saRkēē maaluum hāī?

Class

Do you know this hotel?

kyaa tumh-ēē yee hooTal maaluum hai?
jawaab maaluum hai?
woo baat maaluum hai?
woo makaan maaluum hāī?
woo ciiz maaluum hai?
bahut dukaanēē maaluum hāī?
cāādnii cauk maaluum hai?
puraanii saRkēē maaluum hāī?

D. Transformation drill: tumh-ēē to tum-koo

Repeat Drill C in reverse.

4. loog as a pluralizer

Since so many of the Hindi pronouns may refer to one or more persons, loog is often attached to the pronoun to make plurality explicit, somewhat in the way that Americans in the South use forms like "you all."

aap loog kyaa kar rahee hāī. What are you all doing?

A. Substitution drill

We buy fruit in the market place.

(ham) loog baazaar-mēē phal khariidtee hāī.
aap
tum
yee
woo

B. Conversational response drill

Repeat Drill C under 1, the class adding loog in the response.

InstructorClass

māī saweeree klaas aataa hūū.

ham loog bhii saweeree aatee hāī.

C. Substitution drill

Repeat Drill C under 2 with the addition of loog.

kyaa tum loog (bairee) hoo?

D. Individual additive drill

Add an appropriate question using aap loog.

Instructor: We speak Hindi.

1st Student: We speak Hindi. What do you speak?

Instructor: ham loog hindii booltee hāī.

1st Student: ham loog hindii booltee hāī. aap loog kyaa booltee hāī.

Instructor: ham loog dillii-mēē rahtee hāī.

2nd Student: ham loog dillii-mēē rahtee hāī. aap loog kahāā rahtee hāī.

(or) aap loog kis sahar-mēē rahtee hāī.

5. The rahaa present

The rahaa present indicates an action which is in progress at the moment. The present participle construction learned in IIA, on the other hand, refers to a customary action or state. The contrast in meaning between the two constructions is similar to that between English 'I eat lunch at 12.' 'I'm eating lunch now.' The rahaa present construction consists of the verb root, followed by rahaa and an appropriate form of hai. rahaa functions as an adjective and agrees with the sentence subject in number and gender.

Thiik kah rahaa hūū.

aa rahaa hūū.

aap kab yahāā-see jaa rahii hāī.

deekho, kyaa kar rahee hoo.

A. Substitution drill

What are you doing?

aap kyaa (kar) rahee hāī.

khaa
deekh
bool
likh
gin
dhulaa
dikhaa
khariid

B. Substitution drill (men)

I'm counting clothes.

māī (kapRee gin) rahaa hūū.

kaam kar
phal khaa
hindii bool
kapRee likh
hooTal deekh
kamiiz dhulaa
kaagaz khariid
baazaar dikhaa

C. Substitution drill (women)

Repeat Drill B.

māī (kapRee gin) rahii hūū.

D. Individual conversational response drill

Each student adds an appropriate object. Note that the response to a question with kar may contain any verb.

Instructor: aap kyaa khaa rahee(ii) hāī. What are you eating?

1st Student: peeRaa khaa rahaa(ii) hūū. I'm eating a pera.

Instructor: aap kyaa kar rahee(ii) hāī.

2nd Student: yee pensilēē gin rahaa(ii) hūū. (or) . . . rahee hāī.

Instructor: Continue with the verbs used in Drill A until everyone has responded.

E. Conversational response drill (men)

Instructor

Say it correctly.

(e.g., Give me the right price.)

Thiik kahnaa.

sunnaa.

boolnaa.

deekhaa.

leenaa.

deena.

bataanaa.

karna.

Men

But I'm saying it correctly.

(e.g., I'm giving you the right price.)

nahīī, Thiik kah rahaa hūū.

sun

bool

deekh

lee

dee

bataa

kar

F. Conversational response drill (women)

Repeat Drill E.

Instructor

Thiik kahnaa.

Women

nahīī, Thiik kah rahii hūū.

G. Substitution-agreement drill: 3rd person

When is the lady leaving?

(meem saahab) kab jaa rahii hāī.

bairaa

sab loog

šarmaa saahab

woo laRkii

woo laRkaa

woo laRkee

woo laRkiyāā

H. Double conversational response drill

Notice that when the object of the verb has already been stated, it does not need to be repeated in the next sentence.

Instructor

Do shoemakers fix shoes?

Is that shoemaker fixing shoes?

kyaa moocii juutee Thiik kartee hāī?

kyaa woo moocii juutee Thiik kar rahaa hai?

kyaa moocii paisaa leetee hāī?

kyaa woo moocii paisaa lee rahaa hai?

kyaa gaahak paisaa deetee hāī?

kyaa woo gaahak paisaa dee rahaa hai?

kyaa amriikan angreezii booltee hāī?

kyaa woo amriikan angreezii bool rahii hai?

kyaa bairree kapRee dhulaatee hāī?

kyaa woo bairaa kapRee dhulaa rahaa hai?

kyaa phal-waalee phal beectee hāī.

kyaa woo phal-waalaa phal beec rahaa hai?

kyaa laRkiyāā baat kartii hāī?

kyaa woo laRkii baat kar rahii hai?

Class

Yes, they do.

Yes, he is.

jii hāā, Thiik kartee hāī.

jii hāā, Thiik kar rahaa hai.

leetee hāī.

lee rahaa hai.

deetee hāī.

dee rahaa hai.

booltee hāī.

bool rahii hai.

dhulaatee hāī.

dhulaa rahaa hai.

beectee hāī.

beec rahaa hai.

baat kartii hāī.

baat kar rahii hai.

I. Individual conversational response drill

Instructor: moocii kyaa kartaa hai.

1st Student: juutee Thiik kartaa hai.

Instructor: yee moocii kyaa kar rahaa hai.

1st Student: meeree juutee Thiik kar rahaa hai.

What does a shoemaker do?

He fixes shoes.

What is this shoemaker doing?

He's fixing my shoes.

Instructor: phal-waalii kyaa kartii hai.

2nd Student: phal beectii hai.

Instructor: yee phal-waalii kyaa beec rahii hai.

2nd Student: seeb beec rahii hai.

amriikan kyaa booltee hāī.

yee amriikan kyaa bool rahaa hai.

bairaa kyaa dhulaataa hai.

yee bairaa kyaa dhulaa rahaa hai.

kapRee-waalee kyaa dikhaatee hāī.

yee kapRee-waalaa kyaa dikhaa rahaa hai.

kapRee-kii dukaan-mēē laRkiyāā kyaa khariidtii hāī.

kapRee-kii dukaan-mēē yee laRkii kyaa khariid rahii hai.

juutee-waalaa kyaa beectaa hai.

yee aadmii kyaa bool rahaa hai.

baazaar-mēē dukaandaar kyaa beectee hāī.

yee dukaandaar kyaa beec rahaa hai.

phal-kii dukaan-par gaahak kyaa khariidtee hāī.
yee gaahak kyaa khariid rahii hāī.

bairaa kyaa likhtaa hai.
yee bairaa kyaa likh rahaa hai.

aap kyaa booltee(ii) hāī.
aap kyaa bool rahee(ii) hāī.

māī kyaa booltaa hūū.
māī kyaa bool rahaa hūū.

gaahak kyaa kartaa hai.
yee gaahak kyaa kar rahaa hai.

miThaaii-kii dukaan-mēē, gaahak kyaa khaatee hāī.
yee gaahak kyaa khaa rahii hai.

5.1 The negative of the rahaa present

The negative particle nahīī usually precedes the verb root.

māī nahīī aa rahaa hūū.

A. Transformation drill: affirmative to negative (men only)

The instructor gives the sentences from Drill B, 5, and the men in the class make them negative.

Instructor

I'm counting clothes.

māī kapRee gin rahaa hūū.
māī kaam kar rahaa hūū.

Men

I'm not counting clothes.

māī kapRee nahīī gin rahaa hūū.
māī kaam nahīī kar rahaa hūū.

B. Transformation drill: affirmative to negative (women only)

The instructor gives the sentences from Drill C, 5, and the women in the class make them negative.

Instructor

māī kapRee gin rahii hūū.
māī kaam kar rahii hūū.

Women

māī kapRee nahīī gin rahii hūū.
māī kaam nahīī kar rahii hūū.

C. Individual response drill

These questions are about the conversation entitled bairee-koo bulaanaa. Each question has a negative answer. The second half of the answer, not the first half, contains the verb.

Instructor: Is the foreigner sitting on the ground?

1st Student: Not on the ground. She's sitting in a chair.

Instructor: kyaa wideeēii zamiin-par baiThtee hāī?

1st Student: zamiin-par nahīī. kursii-par baiThtii hāī.

Instructor: kyaa wideešii moocii-koo bulaa rahii hāī?

2nd Student: moocii-koo nahīī. bairee-koo bulaa rahii hāī.

Instructor: kyaa bairaa jaa rahaa hai?

kyaa wideešii dhoobii-see baat kar rahii hai?

kyaa wideešii aur bairaa nainiitaal-mēē baat kar rahee hāī?

kyaa bairaa dillii-see jaa rahaa hai?

kyaa dhoobii kapRee dhulaa rahaa hai?

kyaa bairaa kapRee likh rahaa hai?

kyaa wideešii kapRee gin rahii hai?

kyaa bairaa dukaan-mēē kaam kar rahaa hai?

6. The oblique plural of nouns

All masculine and feminine nouns have the ending -ōō in the oblique plural. Marked masculine nouns have -ōō instead of -aa or -ee. With other nouns the -ōō is added to the last consonant or vowel of the direct singular.

juutōō-kii marammat
ciizōō-koo ginnaa

A. Substitution drill

Would you fix these shoes for me?

in (juutōō)-koo Thik kar deenaa bhaaii.

blauzōō

kapRōō

kamiizōō

saaRiyōō

kursiyōō

B. Conversational response drill

dukaandaar

Have some bananas.

keele liijiye.

santree liijiye.

peeRee liijiye.

moozee liijiye.

juutee liijiye.

seeb liijiye.

beer liijiye.

phal liijiye.

kaagaz liijiye.

blauzōō liijiye.

pensilōō liijiye.

kamiizōō liijiye.

saaRiyōō liijiye.

kursiyōō liijiye.

miThaaiyōō liijiye.

gaahak

How much are bananas?

keelōō-kaa daam kyaa hai.

santRōō-kaa

peeRōō-kaa

moozōō-kaa

juutōō-kaa

seebōō-kaa

beerōō-kaa

phalōō-kaa

kaagzōō-kaa

blauzōō-kaa

pensilōō-kaa

kamiizōō-kaa

saaRiyōō-kaa

kursiyōō-kaa

miThaaiyōō-kaa

C. Conversational response drill

gaahak

How much are the bananas?

keelōō-kaa daam kyaa hai.
 santrōō-kaa daam kyaa hai.
 peeRōō-kaa daam kyaa hai.
 moozōō-kaa daam kyaa hai.
 juutōō-kaa daam kyaa hai.
 seebōō-kaa daam kyaa hai.
 beerōō-kaa daam kyaa hai.
 phalōō-kaa daam kyaa hai.
 kaagzōō-kaa daam kyaa hai.
 blaauzōō-kaa daam kyaa hai.
 pensilōō-kaa daam kyaa hai.
 kamizōō-kaa daam kyaa hai.
 saaRiyōō-kaa daam kyaa hai.
 kursiyōō-kaa daam kyaa hai.
 miThaaiyōō-kaa daam kyaa hai.

dukaandaar

The bananas are very cheap.

keele bahut saste hāī.
 santrē bahut saste hāī.
 peeRē bahut saste hāī.
 moozē bahut saste hāī.
 juute bahut saste hāī.
 seeb bahut saste hāī.
 beer bahut saste hāī.
 phal bahut saste hāī.
 kaagaz bahut saste hāī.
 blaauzē bahut sastii hāī.
 pensilē bahut sastii hāī.
 kamizē bahut sastii hāī.
 saaRiyā bahut sastii hāī.
 kursiyā bahut sastii hāī.
 miThaaiyā bahut sastii hāī.

D. Transformation drill: direct to oblique

Instructor

Count the things.

ciizēē ginnaa.
 keelee khaanaa.
 saaRiyā dikhaanaa.
 hooTal deekhnnaa.
 paijaamee dhulaanaa.
 kitaabēē beecnaa.
 miThaaiyā khariidnaa.
 kaagaz ginnaa.

Class

Count the things.

ciizōō-koo ginnaa.
 keelōō-koo khaanaa.
 saaRiyōō-koo dikhaanaa.
 hooTlōō-koo deekhnnaa.
 paijaamōō-koo dhulaanaa.
 kitaabōō-koo beecnaa.
 miThaaiyōō-koo khariidnaa.
 kaagzōō-koo ginnaa.

E. Transformation drill: oblique to direct, singular and plural

Instructor

Please have the clothes washed.

kapRōō-koo dhulaaiyee.
 kapRee-koo dhulaaiyee.
 saaRiyōō-koo khariidiyee.
 blaauzōō-koo dikhaaiyee.
 blaauz-koo dikhaaiyee.
 makaanōō-koo beeciye.
 makaan-koo beeciye.
 pensil-koo liijiye.
 kursiyōō-koo Thiik kiijiye.
 sawaalōō-koo puuchiye.
 papiitee-koo diijiye.
 kursii-koo Thiik kiijiye.
 pensilōō-koo liijiye.
 sawaal-koo puuchiye.
 papiitōō-koo diijiye.

Class

Please have the clothes washed.

kapRee dhulaaiyee.
 kapRaa dhulaaiyee.
 saaRiyā khariidiyee.
 blaauzē dikhaaiyee.
 blaauz dikhaaiyee.
 makaan beeciye.
 makaan beeciye.
 pensil liijiye.
 kursiyā Thiik kiijiye.
 sawaal puuchiye.
 papiitaa diijiye.
 kursii Thiik kiijiye.
 pensilē liijiye.
 sawaal puuchiye.
 papiitee diijiye.

7. Oblique plural of yee, woo, kyaa

The oblique plural forms in, un, kin correspond to the oblique singular forms is, us, kis respectively.

in ciiz88-koo ginoo.
aap un-koo likh liijiye.

A. Transformation drill: direct to oblique

Note that the sentences on the left could be singular as well as plural since the direct case makes no number distinction.

InstructorClass

Do you fix these?

Do you fix these?

kyaa tum yee Thiik kartee hoo?

tum in-koo Thiik kartee hoo?

kyaa tum woo Thiik kartee hoo?

un-koo Thiik kartee

kyaa tum woo gintee hoo?

un-koo gintee

kyaa tum yee dikhaatee hoo?

in-koo dikhaatee

kyaa tum yee dhulaatee hoo?

in-koo dhulaatee

kyaa tum woo gintee hoo?

un-koo gintee

kyaa tum yee khaatee hoo?

in-koo khaatee

kyaa tum woo dikhaatee hoo?

un-koo dikhaatee

B. Transformation drill: oblique to direct

Repeat Drill A in reverse.

C. Chain drill

Instructor: in(un)-kaa naam kyaa hai. What's his name?

1st Student: kin-kaa. Whose name?

Instructor: (pointing) in(un)-kaa. His name.

1st Student: in(un)-kaa naam Brown hai. His name is Brown.

D. Conversational response drill: singular and plural

hindii-kaa widyaarthiihindustaanii

This gentleman speaks Hindi.

Then talk to him.

yee saahab hindii booltee hāī.

too in-see baat kiijiye.

yee aadmii hindii booltaa hai.

is-see

yee aadmii hindii booltaa hai.

us-see

woo saahab hindii booltee hāī.

un-see

yee meem saahab hindii booltii hāī.

in-see

woo wideesii saahab hindii booltee hāī.

un-see

woo dukaandaar hindii booltee hāī.

un-see

woo bairaa hindii booltaa hai.

us-see

yee moocii hindii booltee hāī.

in-see

yee laRkaa hindii booltaa hai.

is-see

woo phal-waalee hindii booltee hāī.

un-see

yee phal-waalii hindii booltii hai.

is-see

woo laRkii hindii booltii hai.

us-see

yee Tiicar hindii booltee hāī.

in-see

E. Transformation drill: direct to oblique, plural

Instructor

Count these things.

yee ciizẽẽ ginoo.
woo keelee khaaoo.
yee saaRiyẽẽ dikhaaoo.
yee hooTal deekhoo.
woo paijaamee dhulaaoo.
woo kitaabẽẽ beecoo.
woo kaagaz ginoo.

Class

Count these things.

in ciizẽẽ-koo ginoo.
un keelẽẽ-koo khaaoo.
in saaRiyẽẽ-koo dikhaaoo.
in hooTlẽẽ-koo deekhoo.
un paijaamẽẽ-koo dhulaaoo.
un kitaabẽẽ-koo beecoo.
un kaagzẽẽ-koo ginoo.

F. Conversational response drill: singular and plural

dukaandaar

Take these bananas.

yee keelee liijiye.
woo keelee liijiye.
yee keelaa liijiye.
woo keelaa liijiye.
woo saaRii liijiye.
yee saaRii liijiye.
woo saaRiyẽẽ liijiye.
yee saaRiyẽẽ liijiye.
woo kamiiz liijiye.
yee kamiizẽẽ liijiye.
woo kamiiz liijiye.
woo kamiizẽẽ liijiye.
woo moozaa liijiye.
yee juutee liijiye.
woo baniyaain liijiye.

gaahak

How much are these bananas?

in keelẽẽ-kaa daam kyaa hai.
un keelẽẽ-kaa
is keelee-kaa
us keelee-kaa
us saaRii-kaa
is saaRii-kaa
un saaRiyẽẽ-kaa
in saaRiyẽẽ-kaa
us kamiiz-kaa
in kamiizẽẽ-kaa
us kamiiz-kaa
un kamiizẽẽ-kaa
us moozee-kaa
in juutẽẽ-kaa
us baniyaain-kaa

... -see and -see with person objects

When a person is the object of a verb, the use of a postposition with that object is obligatory. This postposition is usually -see but in the case of some verbs, it may also be -see. -see indicates 'company, relationship while -see carries the connotation of responsibility. For this reason, -see is more appropriate than -see with verbs such as phaal which grammatically can take either one.

phal-waalee-see baat karnaa.
baate-see bulaanaa.

Of the verbs that have been introduced so far and that can occur with person objects, phaal, puuchnaa and baat karnaa require -see; bulaanaa, surnaa, deekhraa, samaahnaa, maaf karnaa, and bataanaa require -see; and kahnaa can be used with either.

A. Substitution drill

I talk to the fruit seller.

ham phal-waalee-see (baat kartee) hãĩ.
sawaal puuchtee
hindii-mẽẽ booltee
kahtee

B. Substitution drill

I call the room bearer.

ham bairee-koo (bulaatee) hāī.
 suntee
 deekhtee
 samajhtee
 maaf kartee
 bataatee

C. Substitution-agreement drill

Use -see wherever possible.

I'm telling the cloth seller.

ham kapRee-waalee-koo (bataa) rahee hāī.
 bool sun
 maaf kar puuch
 deekh baat kar
 kah samajh
 bulaa

D. Additive drill

Instructor

Ask.

puuchiye.
 deekhiye.
 kahiyee.
 baat kiijiye.
 suniye.
 maaf kiijiye.
 bataaiye.
 bulaiye.
 booliye.

Class

Ask those people.

un loogōō-see puuchiye.
 un loogōō-koo deekhiye.
 un loogōō-see kahiyee.
 un loogōō-see baat kiijiye.
 un loogōō-koo suniye.
 un loogōō-koo maaf kiijiye.
 un loogōō-koo bataaiye.
 un loogōō-koo bulaiye.
 un loogōō-see booliye.

E. Double substitution-agreement drill

Use the -koo forms of the pronouns, e.g., mujh-koo.

Talk to me.

(mujh)-see (kahiye).
 suniye

ham

bataaiye

un saahab

booliye

in

puuchiye

is bairee

bulaiye

us

baat kiijiye.

9. caahiye

caahiye, although ultimately derived from the verb caahnag 'to want,' has the idiomatic meaning 'need' or 'would like,' depending on the context, when used in indirect verb constructions.

aap-koo kyaa caahiye.
 aap-koo kab-tak caahiye.

Nasalized caahiyēē is used with plural subjects by some speakers; other use caahiyee with all subjects. If the instructor does not use caahiyēē, Drill B may be omitted and caahiyee only used in all other drills.

A. Substitution drill: singular

I want a room.

mujhee (kamraa) caahiyee.

kapRaa
saaRii
kaagaz
pensil
eek rupayaa

B. Substitution drill: plural

I want rooms.

mujhee (kamree) caahiyēē

pensilēē
das kaagaz
kapRee
soolah rupae
kamiizēē

C. Substitution-agreement drill: singular, plural

I want a big room.

mujhee (baRaa kamraa) caahiyee.

baRee kamree
banaarsii saaRii
acchii pensil
doonōō kaagaz
hindustaanii paijaamee
bahut ciizēē
eek paisaa
hindii-kii kitaabēē
thooRii khurcan

D. Conversational response drill

Two shopkeepers standing in their shop. One observes someone coming.

dukaandaar

Here comes a foreigner into the shop.

yee wideešii dukaan-mēē aa rahaa hai.

woo aadmii dukaan-mēē aa rahaa hai.

yee saahab dukaan-mēē aa rahee hāī.

woo meem saahab dukaan-mēē aa rahii hāī.

yee laRkii dukaan-mēē aa rahii hai.

woo maasTar saahab dukaan-mēē aa rahee hāī.

woo aadmii dukaan-mēē aa rahee hāī.

yee šahar-waalaa dukaan-mēē aa rahaa hai.

woo hooTal-kaa bairaa dukaan-mēē aa rahaa hai.

yee dhoobii dukaan-mēē aa rahee hāī.

dukaandaar

What does he want?

is-koo kyaa caahiyee.

us-koo

in-koo

un-koo

is-koo

un-koo

un-koo

is-koo

us-koo

in-koo

E. Chain drill

Instructor: I want new shoes. What do you want?

1st Student: A new shirt.

Instructor: mujhee naee juutee caahiyēē. aap-koo kyaa caahiyee.

1st Student: naii kamiiz.

2nd Student: mujhee naii kamiiz caahiyee. aap-koo kyaa caahiyee.

3rd Student: doo moozee.

F. Chain drill

The saahab answers with a time that is just prior to that suggested by the bairaa.

Instructor: By when do you want it? By day after tomorrow in the morning?

1st Student: No, before tomorrow night. I'm in a hurry.

bairaa: kab-tak caahiye aap-koo. parsõõ saweeree-tak?

saahab: nahĩĩ, kal raat-kee pahlee. mujhee jaldii hai.

bairaa: kab-tak caahiye aap-koo. kal-tak?

saahab: nahĩĩ, aaj raat-kee pahlee. mujhee jaldii hai.

10. Time of day expressions

Time expressions are rendered by single-word adverbs or several-word adverbial constructions. Grammatically these adverbs are nouns in the oblique case. Some, such as saam-koo, doo pahar-koo, raat-koo, are usually followed by postpositions. Others, like kal and parsõõ, are oblique forms used without postpositions.

kal raat-kee pahlee.

aaj dhoobii-koo bahut kaam hai.

parsõõ saweeree hamõõ ghar pahũcnaa hai.

doo pahar-koo caar bajee-kee baad mileegaa.

kal saam-tak zaruur laanaa.

The question word kab ordinarily occurs in the same position in the sentence as kahãã. It may also occur before postpositions such as -see or -tak.

aap-koo kab caahiye.

kab-tak caahiye aap-koo.

When the sentence contains another adverb such as yahãã, either may come first.

aap kab yahãã-see jaa rahii hãĩ.

aap yahãã-see kab jaa rahii hãĩ.

A. Substitution-agreement drill

By when do you want these clothes?

yee (kapRee) kab-tak caahiyeõõ aap-koo.

kurtaa

ciizõõ

saaRii

dhootiyãã

moozee

juutee

paijaamaa

kapRaa

B. Substitution drill

Before tomorrow night.

(kal raat)-kee pahlee.

kal ~~saam~~

kal doo pahar

kal saweeree

kal

C. Substitution-agreement drill

When do you want these things?

yee (ciizēē) kab caahiyēē aap-koo.
 kapRaa
 paijaamee
 juutee
 dhootii
 blaauz
 moozee
 kurtee
 saaRii
 kapRee

D. Substitution drill

By tomorrow evening.

(kal Yaam)-tak.
 parsōō Yaam
 parsōō raat
 parsōō saweeree
 parsōō doo pahar
 parsōō

E. Chain drill

Use any of the questions and answers in Drills A, B, C, and D.

Instructor: clothes
 Room bearer: By when do you want these clothes?
 Foreigner: By the day after tomorrow, in the evening.
 Room bearer: Well, that's difficult.

Instructor: kapRee
 bairaa: yee kapRee kab-tak caahiyēē aap-koo.
 wideešii: parsōō raat-tak.
 bairaa: yee too muškil hai.

Instructor: paijaamaa
 bairaa: yee paijaamaa kab caahiyee aap-koo.
 wideešii: kal-kee pahlee.
 bairaa: yee too muškil hai.

Instructor: Continue with the items in Drills A and C.

F. Substitution drill

When are you leaving here?

aap kab (yahāā)-see jaa rahii hāī.
 is hooTal
 swis hooTal
 ašookaa hooTal
 dillii
 is Yaahar
 hindustaan

G. Substitution drill

We have to arrive home day after tomorrow,
 in the morning.

(parsōō saweeree) hamēē ghar pahūcnaa hai.
 parsōō
 kal
 aaj
 aaj doo pahar-koo
 aaj Yaam-koo
 aaj raat-koo

H. Chain drill

Use any possible answer -- aaj, kal or parsōō -- with or without saweeree,
doo pahar-koo, Yaam-koo, raat-koo.

Instructor: aap kab yahāā-see jaa rahee hāī. When are you leaving here?
 1st Student: doo pahar-koo mujhee jaanaa hai. I have to go this afternoon.

1st Student: aap kab yahāā-see jaa rahii hāī.
 2nd Student: aaj mujhee jaanaa hai.

Rapid Response

Group 1

kyaa wideešii ašookaa hooTal-mēē hāī?
swis hooTal kis šahar-mēē hai.
bairaa kyaa puuchtaa hai.
wideešii-koo kyaa dhulaanaa hai.
kis-koo jaldii hai.
kyaa aaj dhoobii-koo kam kaam hai?
wideešii kab dillii-see jaa rahii hāī.
wideešii-koo kahāā pahūcnaa hai?
kapRaa kab mileegaa.
wideešii kyaa likh rahii hai.
kitnii kamiizēē hāī.
doo paijaamee hāī yaa caar.
kyaa sab kapRee biis hāī?

Group 2

wideešii kis-see baat-ciit kar rahii hāī.
swis hooTal kahāā hai.
kapRee kab-tak caahiyee.
kis-koo bahut kaam hai.
kyaa aur kooii aadmī madad karnee-kee liyee hai?
kyaa wideešii hooTal-see jaa rahii hāī?
wideešii-koo kab ghar pahūcnaa hai.
dhoobii doo pahar-koo caar bajee-kee baad kyaa laataa hai.
kaagaz pensil kahāā hai.
bairaa kin ciizōō-koo gin rahaa hai.
kyaa wideešii kapRōō-koo likh rahii hāī?
kitnii kamiizēē hāī.

Group 3

bairaa kis-see baat-ciit kar rahaa hai.
saahab-kee hooTal-kaa naam kyaa hai.
bairaa kyaa puuch rahaa hai.
kyaa kapRee dhulaanee hāī?
kyaa parsōō raat-kee pahlee caahiyee?

kis-koo hooTal-see jaanaa hai.
 un-koo kahāā jaanaa hai.
 kyaa kapRaa šaam-koo chah bajee-kee baad mileegaa?
 bairaa saahab-koo kyaa deetaa hai.

Review Conversations

baazaar-mēē

1. A: bhaaii saahab, zaraa suniyee. juutee-kii dukaan kidhar hai.
 B: aglii saRak-par, siidhee jaaiyee.
 A: aur kapRee-kii dukaan?
 B: kapRee-kii dukaanēē too puraanee baazaar-mēē hāī.
 A: acchaa, baRii meharbaanii.
 Substitutions: other kinds of shops, other streets and markets

2. A: kahiye warmaa jii, aap-koo kyaa caahiye.
 B: mujhee kuch saaRiyāā khariidnii hāī.
 A: aaiyee, kaisii saaRii caahiye.
 B: eek banaarsii aur eek madraasii.
 A: yee deekhiye, aap-koo pasand hāī?
 B: hāā, yee doonōō mujhee bahut pasand hāī.
 Substitutions: other items of clothing

moocii-see

3. A: sunoo, zaraa in juutōō-par paališ karnaa.
 B: acchaa saahab, abhii kartaa hūū.
 A: mujhee kaam hai, jaldii karoo.
 B: acchaa saahab, yee liijiye apnee juutee.
 A: Thiik hai. kitnee paisee huee.
 B: doo aanee huee.
 Substitutions: meez, kursii

baat ciit

4. A: aaiyee, šarmaa jii, baiThiye.
 B: nahīī, mujhee jaldii hai. bahut kaam hai.
 A: aap kahāā jaa rahee hāī.
 B: zaraa cāādnii cauk jaa rahaa hūū. kuch ciizēē khariidnii hāī.
 A: acchaa, namastee.
 Substitutions: other names and streets; items of clothing, fruit, sweets

Unit II Part C
Conversation

- 1 dhoobii-kaa kapRee laanaa.
2 dillii, swis hooTal. chah bajee Yaam.
-
- 3 dhoobii: meem saahab.
4 wideeṣii: kaun hai.
5 dhoobii: dhoobii hai, meem saahab.
6 wideeṣii: andar aa jaaoo.
7 wideeṣii: tumhaaraa hii intizaar kar rahii thii. itnii deer kyōō huii.
8 dhoobii: kal hamēē bahut kaam thaa.
9 wideeṣii: hamaaree sab kapRee lee aae?
10 dhoobii: hāā saahab, sab taiyaar hai. deekh liijiye.
-
- 11 wideeṣii: rukoo, meeraa eek aur paijaamaa thaa, woo kahāā hai?
12 dhoobii: kaun saa paijaamaa, meem saahab.
13 wideeṣii: meeraa safeed paijaamaa in-mēē nahīī hai.
14 dhoobii: acchaa, ghar-mēē deekhēēgee. baakii too sab hāī na?
15 wideeṣii: hāā, magar deekhoo, is-par piilee dhabbee hāī.
16 dhoobii: kis-par meem saahab.
17 wideeṣii: is kamiiz-par.
18 dhoobii: acchaa meem saahab, isee bilkul saaf kar dēēgee.
19 wideeṣii: leekin mujhee bahut jaldi hai. aaj jaanaa hai.
20 dhoobii: abhii, eek ghanTee-mēē dee dēēgee.
-
- 21 wideeṣii: kitnii dhulaai huii.
22 dhoobii: sab doo rupae huee meem saahab.
23 wideeṣii: tumhaaree paas TuuTee paisee hāī.
24 dhoobii: TuuTee too nahīī hāī hamaaree paas. aap-kee paas kyaa hai.
25 wideeṣii: meeree paas sirf das rupae-kaa nooT hai.
26 wideeṣii: baakii waapas kar jaanaa.

Vocabulary and Translation of the Conversation

dhoobii
wideešii

A washerman (m)
A Westerner (m/f)

- laanaa
- 1 dhoobii-kaa kapRee laanaa.
- šaaam
- 2 dillii, swis hooTal. chah bajee
šaaam.
- 3 D: meem saahab.
- kaun
- 4 W: kaun hai.
- 5 D: dhoobii hai, meem saahab.

to bring, bringing

The dhoobii brings the clothes.

early evening

Delhi, Swiss Hotel. Four o'clock in
the afternoon.

Ma'am.

who? (pro)

Who is it?

It's the washerman, ma'am.

- aa jaanaa
- aa jaaroo
- 6 W: andar aa jaaroo.
- tumhaaraa
- hii
- intizaar
- intizaar karnaa
- thaa
- thii
- itnaa
- deer
- itnii deer huii
- kyōō
- 7 W: tumhaaraa hii intizaar kar rahii
thii. itnii deer kyōō huii.

to come (emphatic)

come (familiar)

Come in.

your (adj)

(emphatic particle)

a wait (m)

to wait

was (m sg)

was (f sg)

this much

delay (f)

There was this much delay

why

I was waiting for you. Why was there
this much delay?

- kaam
- hamēē kaam thaa
- 8 D: kal hamēē bahut kaam thaa.
- hamaaraa
- lee aanaa
- lee aaaa
- 9 W: hamaaree sab kapRee lee aaaa?

work

we had work

We had a lot of work yesterday.

our (adj)

to bring

brought

Did you bring all our clothes?

deekhnāa
deekh leenāa
taiyaar

10 D: hāā saahab, sab taiyaar hai. deekh
liijiye.

ruknaa
meeraa
eek aur
meeraa paijaamaa hai.

11 W: rukoo, meeraa eek aur paijaamaa
thaa, woo kahāā hai.

saa
kaun saa

12 D: kaun saa paijaamaa, meem saahab.

safeed
in
in-mēē

13 W: meeraa safeed paijaamaa in-mēē
nahīī hai.

deekhēēgee
baakīi
na

14 D: acchaa, ghar-mēē deekhēēgee.
baakīi too sab hāī na?

magar
piilaa
dhabbaa

15 W: hāā, magar deekhoo, is-par piilee
dhabbee hāī.

16 D: kis-par, meem saahab.

17 W: is kamiiz-par.

isee
bilkul
saaf
saaf karnaa
saaf kar deenaa
saaf kar dēēgee

18 D: acchaa meem saahab, isee bilkul
saaf kar dēēgee.

to see
to see for oneself (take a look)
ready

Yes, ma'am, everything is ready. Take
a look.

to be stopped, to stop (intr)
my (adj)
another
I have a pair of pajamas.

Wait, I had another pair of pajamas;
where is it?

similar to (part)
which one?

Which pajamas, ma'am?

white
oblique plural of yee
among these, in these

My white pajamas aren't among these.

will look
remaining (adj)
not, isn't it

O.K., I'll look at home. The rest are
all there, aren't they?

but (conj)
yellow
spot

Yes, but look, there are yellow spots
on this.

On which one, ma'am?

On this shirt.

to this (is-koo)
completely (adj)
clean
to clean
clean (emphatic)
will clean

All right, ma'am, we'll clean it
completely.

- leekin
mujhee jaldii hai.
aaj
jaanaa hai
- 19 W: leekin mujhee bahut jaldii hai.
aaj jaanaa hai.
- ghanTaa
eek ghanTee-mēē
dee dēēgee
- 20 D: abhi, eek ghanTee-mēē dee
dēēgee.
- dhulaaii
- 21 W: kitnii dhulaaii huii.
- 22 D: sab doo rupaae huee meem saahab.
- TuuTaa
TuuTee paissee
tumhaaree paas
- 23 W: tumhaaree paas TuuTee paissee hāī.
- hamaaree paas
aap-kee paas
- 24 D: TuuTee too nahīī hāī hamaaree paas.
aap-kee paas kyaa hai.
- meeree paas
noot
- 25 W: meeree paas sirf das rupaaee-kaa
noot hai.
- waapas
waapas karnaa
waapas kar jaanaa
- 26 W: baaki waapas kar jaanaa.

- but
I am in a hurry.
today
have to go
- But I am very much in a hurry. I
have to go today.
- hour
in an hour
will give
- I'll give it to you right now in an
hour.
- washing charges
How much is it?
- It's two rupees in all, ma'am.
- broken
change
with you (familiar)
- Do you have change?
- with us
with you
- I don't have any change. What do
you have?
- with me
banknote (m)
- I only have a ten-rupee note.
- back
to return
to bring back
- Bring back the rest.

Cultural Notes

The dhobi is an ubiquitous figure in India, where washing is done almost entirely by hand. Every Indian city has its dhobi ghat (ghaaT), usually at the shore of a river or pond. Here one sees entire dhobi families standing barefoot in the water and beating garments against rocks or laying them out on the ground to dry. In Western type hotels dhobis are part of the regular complement of servants and live near the servants' quarters, although they wash in the traditional way.

Since most of his work is done outside, the dhobi depends on the weather to get his clothes ready. If it rains or there is too much work to do, he finds it difficult to keep up with the modern customer's demand for speed and punctuality. The time factor therefore is a frequent source of argument and requires prolonged negotiations. Considering the method of washing, it is furthermore wise to inspect the laundry carefully for spots or broken buttons. Making change is another source of trouble. The customer is expected to have the exact amount ready.

In asking about laundry charges the Westerner uses the past form huaa. This is customary when, as is the case here as well as in Conversation IB, the work has already been performed. In English we use the present in similar situations.

Indian clothing is partly traditional and partly of Western origin. The dhoti, the most common piece of traditional clothing, is a draped loin cloth which may be of different sizes and colors. A woman's cotton sari is also called a dhoti. The traditional men's shirt is the kurta, which is worn either with the dhoti or with a pair of loose trousers called pajamas. In addition, some men, such as the ricksha driver in Conversation IIIA, carry a piece of cloth which is either hung over the shoulder or wound around the head as a turban. Footwear consists of Western-style shoes, juutaa, or sandals, chappal.

Word Study

1. Colors

rang	color (m)		
safeed	white	kaalaa	black
laal	red	niilaa	blue
piilaa	yellow	haraa	green

is-par piilee dhabbee hāī.	is-par laal dhabbee hāī.
is-par safeed dhabbee hāī.	is-par haree dhabbee hāī.
is-par kaalee dhabbee hāī.	is-par niilee dhabbee hāī.

is-kaa rang kyaa hai? What color is it?

Practice with various objects around the room.

2. Clock-time expressions

bajaa samay	struck (adj) time (m)	bajee	struck (adv)
kyaa bajaa hai.	What time is it?	kitnee bajee.	At what time?
kyaa samay hai.	What time is it?	eek bajee.	At one o'clock.
		paun bajee.	At a quarter to one.
		baarah bajee.	At twelve o'clock.
	saaRhee	half past	
	sawaa	quarter past	
	paunee	quarter to	
	sawaa das bajee hāī.	It's a quarter past ten.	
	saaRhee das bajee hāī.	It's half past ten.	
	paunee gyaarah bajee hāī.	It's a quarter to eleven.	

3. Fractions

aadhaa	1/2		
DeeRh	1 1/2		
Dhaaii	2 1/2		
paun	3/4		
time:		other:	
DeeRh bajaa hai.	It's 1:30.	aadhaa ghanTaa	1/2 of an hour
Dhaaii bajee hāī.	It's 2:30.	DeeRh ghanTaa	1 1/2 hours
paun bajaa hai.	It's 12:45.	Dhaaii ghanTee	2 1/2 hours
		paun ghanTaa	3/4 of an hour
		sawaa ghanTaa	1/4 of an hour

Pronunciation Drills

1. thaa

A. Additive drill

Add kyaa and question intonation.

Instructor: bahut kaam thaa.

Class: kyaa bahut kaam thaa?

bahut seeb thee.

bahut jaldii thii.

bahut kamiizēē thīī.

yee taazii thīī.

yee taazii thii.

yee taazee thee.

yee taazaa thaa.

woo Thiik thii.

woo Thiik thīī.

woo Thiik thee.

woo Thiik thaa.

yee miīThee thee.

yee miīThii thii.

yee miīThaa thaa.

yee miīThii thīī.

woo chooTaa thaa.

woo chooTee thee.

woo chooTii thīī.

woo chooTii thii.

yee phaTii thii.

yee phaTee thee.

yee phaTii thīī.

yee phaTaa thaa.

B. Buildup drill

woo/mathuraa-kee/widyarthii.thee.

kyaa/widyarthii/mathuraa-mēē thaa?

sab/papiitee/taazee thee.

kyaa/tiin/gujaratii thee?

tumhaaraa/kurtaa/taiyaar thaa.

sab/miThaaii/miThii thii.

kyaa maraaThii/Thiik thaa?

kuch/rooTii/chooTii thii.

aap-kaa/nooT/TuuTaa thaa?

sab/kooT/phaTee thee.

2. au

Like ai, this sound is pronounced as a single sound in some parts of India and as a diphthong in others.

A. Imitation drill

aur

aurat

aurtēē

nau

cauk

kaun

daul

dhaut

lauTaa

lauTee

lauTii

lauTīī

B. Additive drill

Add kaun hai.

Instructor: uṣaa jii

Class: uṣaa jii kaun hai.

kamlaa jii

warmaa jii

singh sahab

woo wideēīi

aap-kee Tiicar

aap-kaa dhoobiī

C. Response drill

Instructor: keelee yaa seeb.
Class: keelee aur seeb bhii.

beer yaa papiitaa	kurtaa yaa kamiiz
santree yaa keelee	paijaamaa yaa paint
khurcan yaa peeRee	pensil yaa kaagaz

D. Additive drill

Add paunee.

Instructor: nau bajee hāī.
Class: paunee nau bajee hāī.

doo bajee hāī.	saat bajee hāī.
das bajee hāī.	aaTh bajee hāī.
chah bajee hāī.	caar bajee hāī.
baarah bajee hāī.	pāāc bajee hāī.
gyaarah bajee hāī.	tiin bajee hāī.

3. gh

Compare the following pairs of words as your instructor reads them.

gin	count!	gaan	music
ghin	disgust	ghaan	a quantity of grain
girnaa	to fall	gaRii	buried
ghirnaa	to be surrounded	ghaRii	a watch

A. Imitation drill

ghis	ghaal	ghanTee	ughaTaa
ghin	ghaas	ghanTaa	ughaTee
ghar	ghaaT	ghuumtaa	ughaTii
ghun	ghoor	ghuumtee	ughaTii
ghus	ghuum	ghuumtii	

B. Additive drill

Add ghanTee-mēē jaanaa hai.

Instructor: doo
Class: doo ghanTee-mēē jaanaa hai.

nau	aaTh	caar	gyaarah
eek	saat	tiin	baarah
pāāc	das	chah	

4. Rh

This is the aspirated counterpart of R.

A. Imitation drill

baRhaa----paRhaa----caRhaa
 baRhee paRhee caRhee
 baRhii paRhii caRhii
 baRhīī paRhīī caRhīī

caRhataa----paRhataa----baRhataa
 caRhatee paRhatee baRhatee
 caRhatee paRhatee baRhatee

baRhiyee----caRhiyee----paRhiyee
 baRhoo caRhoo paRhoo
 baRh caRh paRh

B. Buildup drill

jaldii/paRhoo.

yee/kitaab/paRhiyee.

kyaa/moocii/paRhataa hai?

uṣāa jii/gujaraatii/paRhatee hāī.

Ṣarmaa saahab/thoorii/urduu/paRhatee hāī.

aliigaRh-mēṛ/bahut/urduu/paRhatee hāī.

C. Expansion drill

Repeat Drill B as an expansion drill, e.g.,

paRhoo paRhiyee
 jaldii kitaab
 yee

5. -taa thaa

A. Additive drill

Add kaun aadmī.

Instructor: jaataa thaa.
 Class: kaun aadmī jaataa thaa.

leetaa thaa.
 dhootaa
 dhulaataa
 dikhaataa
 bootaa
 deekhtaa
 rahtaa
 paRhataa
 baat kartaa

B. Response drill

Respond with siitaa jii.

Instructor: kaun aataa thaa.
 Class: siitaa jii aatii thīī.

kaun paRhataa thaa.
 kaun kahtaa thaa.
 kaun khaataa thaa.
 kaun bulaataa thaa.
 kaun samajhtaa thaa.
 kaun likhtaa thaa.
 kaun ṭhariid taa thaa.
 kaun bataataa thaa.
 kaun baiThataa thaa.

C. Additive drill

Add kaun widyaarthii.

Instr: deetee thee.

Class: kaun widyaarthii deetee thee.

leetee thee.

khaatee

bulaatee

dohraatee

suntee

puuchtee

likhtee

paRhtee

baat kartee

baiThtee

D. Additive drill

Respond with hamaaraa Tiicar.

Instr: kaun laataa thaa.

Class: hamaaraa Tiicar laataa thaa.

kaun kahtaa thaa.

kaun dikhaataa

kaun samajhtaa

kaun likhtaa

kaun jawaab deetaa

kaun booltaa

kaun paRhtaa

kaun baiThtaa

kaun bataataa

kaun Thiik kartaa

E. Additive drill

Add tumhaaraa Tiicar and question intonation to the verbs in Drill A.

Instructor: jaataa thaa.

Class: tumhaaraa Tiicar jaataa thaa?

6. Long consonants at word boundaries

Compare the following pairs of sentences as your instructor reads them.

is-see booliyee.

isee bulaaiyee.

aa j jaanaa hai.

aa jaanaa hai.

seeb bhii hāī saahab.

seeb hii hāī saahab.

kyaa loog gin rahee hāī?

kyaa woo gin rahee hāī?

A. Imitation drill

Begin with the pairs above.

aa j jaanaa hai.

aa j aanaa hai.

aap phir aaiyee.

aap hii aaiyee.

bahut taazaa hai.

bahut aasaan hai.

aaTh Thiik hāī?

kyaa Thiik hāī?

ham meez laatee hāī.

ham eek laatee hāī.

Thiik karnaa bhaaii.

tum hii karnaa bhaaii.

kyaa kar rahee hoo.

kyaa khaa rahee hoo.

is saaRii-koo deekhiyee.

is aadmii-koo deekhiyee.

woo dukaan nahī hai.

woo haraa nahī hai.

B. Imitation and additive drill

Insert the word or postposition given by the instructor after the first word in the sentence.

Instructor: klaas aatee hāī.

Class: klaas aatee hāī.

Instructor: see

Class: klaas-see aatee hāī.

banaaras jaa rahee hāī.

madraas aa rahee hāī.

eek likhiyee.

pensil hai.

aur kahā miltii hai.

sab ghar-par rahtee hāī.

amriikan hāī.

khurcan hai.

kyaa maaluun hai?

us-koo miltaa hai.

kyaa bataa rahee thee?

kitaab hai.

-see

-see

sawaal

laal

rooTii

loog

nahīī

nahīī

daam

kaam

saahab

bhii

kyaa pahūctii hāī.

sawaal puuchiye.

bahut hai.

bahut hāī.

yee Thiik hai.

yee TuuTaa hai.

yee kaun sii hai.

is-koo kartaa hai.

mujhee caahiye.

yee chooTee hāī.

hamēē jaanaa hai.

mujhee jaldii hai.

aap

aap

taazaa

taazii

kooT

nooT

saRak

Thiik

kuch

pāāc

aaj

aaj

Grammar Drills

1. The past of hai

thaa(ee, ii, iī) is the past tense equivalent of hai. Grammatically, thaa behaves like a marked adjective, changing its endings in agreement with the number and gender of the subject. With feminine plural subjects the special ending thīī occurs.

yee peeRaa hai.	yee peeRaa <u>thaa</u> .
yee peeRee hāī.	yee peeRee <u>thee</u> .
yee saaRii hai.	yee saaRii <u>thii</u> .
yee saaRiyāā hāī.	yee saaRiyāā <u>thīī</u> .

Similarly,

māī acchaa(ii) hūū.	māī acchaa(ii) <u>thaa(ii)</u> .
aap acchee(ii) hāī.	aap acchee(ii) <u>thee(iī)</u> .

When tum refers to women, it takes either the singular or the plural forms of the past auxiliary, depending on the degree of familiarity one wishes to express.

tum laRkii hoo. tum laRkii thīī. (or) tum laRkii thii.

A. Additive drill

Instructor

Class

There was another one.

There was another one. Where is it?

eek aur thaa.	eek aur thaa.	woo kahāā hai.
doo aur thee.	doo aur thee.	hāī.
eek aur thii.	eek aur thii.	hai.
doo aur thīī.	doo aur thīī.	hāī.
eek aur thii.	eek aur thii.	hai.
eek aur thaa.	eek aur thaa.	hai.
doo aur thīī.	doo aur thīī.	hāī.
doo aur thee.	doo aur thee.	hāī.
eek aur thii.	eek aur thii.	hai.
doo aur thee.	doo aur thee.	hāī.
eek aur thaa.	eek aur thaa.	hai.
doo aur thīī.	doo aur thīī.	hāī.

B. Conversational response drill

dhoobii

wideeṣii

This is blue.

But the one I had was white.

yee niilaa hai.	magar woo too safeed thaa.
yee niilee hāī.	thee.
yee niilii hai.	thii.
yee niilii hāī.	thīī.

yee niilaa hai.
yee niilii hai.
yee niilii hāī.
yee niilee hāī.
yee niilii hai.
yee niilee hāī.
yee niilii hāī.
yee niilaa hai.

thaa.
thii.
thīī.
thee.
thii.
thee.
thīī.
thaa.

C. Double substitution drill

There was another pair of pajamas.

(eek) aur (pajamaa) thaa.

kuch saaRiyāā

eek moozaa

kuch blaauzēē

eek kāmīiz

kuch juutee

eek juutaa

kuch kāmīizēē

eek blaauz

kuch moozee

eek saaRii

kuch pajamae

eek

D. Substitution-agreement drill

I had 10 rupees.

meeree paas (das rupace) thee.

eek rupayaa

Tuutee paisee

eek pensil

pacciis saaRiyāā

bahut paisaa

eek hindi-kii kitaab

tumhaaree sab kapRee

sirf eek blaauz

E. Chain drill

Instructor: Where were you at 4 o'clock?

1st Student: I was at home.

Instructor: caar bajee aap kahāā thee.

1st Student: ghar-par thaa.

1st Student: caar bajee aap kahāā thīī.

2nd Student: baazaar-mēē thii.

F. Chain drill

Repeat Drill E, substituting tum for aap and aaj doo pahar-koo for caar bajee.

Instructor: aaj doo pahar-koo tum kahāā thee. Where were you this afternoon?

1st Student: baazaar-mēē thaa.

In the market.

1.1 thaa in verb constructions

In addition to its use in simple hai statements, thaa may also be used in longer verb constructions where hai occurs.

māī tumhaaraa intizaar kar rahaa hūū.

I am waiting for you.

māī tumhaaraa intizaar kar rahaa thaa.

I was waiting for you.

māī tumhaaraa intizaar kartaa hūū.

I (ordinarily) wait for you.

māī tumhaaraa intizaar kartaa thaa.

I used to wait for you.

In these constructions both the thaa and the preceding rahaa or kartaa change in agreement with the sentence subject.

A. Conversational response drill: ham

Instructor

Class

Do you speak Panjabi?

See below

kyaa aap loog panjaabii booltee hāī?
kyaa aap loog panjaabii samajhtee hāī?
kyaa aap loog panjaabii paRhtee hāī?
kyaa aap loog puraaniī kitaabēē beectee hāī?
kyaa aap loog bahut sawaal puuchtee hāī?
kyaa aap loog bahut jawaab deetee hāī.
kyaa aap loog jaldii kaam kartee hāī?
kyaa aap loog zamiin-par baiThtee hāī?

Class

We used to speak Panjabi but we don't now.

panjaabii booltee thee. ab nahīī booltee.
panjaabii samajhtee thee. ab nahīī samajhtee.
panjaabii paRhtee thee. ab nahīī paRhtee.
puraaniī kitaabēē beectee thee. ab nahīī beectee.
bahut sawaal puuchtee thee. ab nahīī puuchtee.
bahut jawaab deetee thee. ab nahīī deetee.
jaldii kaam kartee thee. ab nahīī kaam kartee.
zamiin-par baiThtee thee. ab nahīī baiThtee,

B. Chain drill: māī, aap

Instructor: Do you live here?

1st Student: I used to live here. Now I live in Delhi.

Instructor: kyaa aap yahāā rahtee hāī?

1st Student: yahāā rahtaa thaa. ab dillii rahtaa hūū.

1st Student: kyaa aap yahāā rahtii hāī?

2nd Student: yahāā rahtii thii. ab nainiitaal rahtii hūū.

C. Conversational response drill

Instructor

Class

Does Kamla speak Marathi?

See below

kyaa kamlaa jii maraaThii booltii hāī?
kyaa uśaa jii gujraatii samajhtii hāī?
kyaa aap-kaa bairaa jaldii kaam kartaa hai?
kyaa khaan saahab aliigaRh-mēē rahtee hāī?
kyaa woo phal-waalii beer beectii hai?
kyaa woo hindii-waalaa urduu likhtaa hai?
kyaa woo widyaarthii acchee sawaal puuchtii hai?
kyaa bahut wideēēii swis hooTal-mēē ruktee hāī?
kyaa meem saahab saariyāā khariidtii hāī?
kyaa dhoobii kam paisaa leetee hāī?
kyaa griin saahab zamiin-par baiThtee hāī?

Class

No, but she used to speak Marathi.

jii nahī, leekin maraathī bootī thī.
 gujaraatī samajhtī thī.
 jaldī kaam kartaa thaa.
 aliigarh-mēē rahtee thee.
 beer beectī thī.
 urduu likthaa thaa.
 acchee sawaal puuchtī thī.
 swis hootal-mēē ruktee thee.
 saariyā khariidī thī.
 kam paisaa leetee thee.
 zamin-par baithee thee.

D. Conversational response drill

Instructor

Today the gentleman is stopping in Delhi.

aa jillī-mēē ruk rahee hāī.
 aa jillī-mēē ruk rahī hāī.
 aa jillī-mēē ruk rahaa hai.
 aa jillī-mēē ruk rahī hai.
 aa jillī-mēē ruk rahee hāī.
 aa jillī-mēē ruk rahī hāī.
 aa jillī-mēē ruk rahī hai.
 aa jillī-mēē ruk rahaa hai.
 aa jillī-mēē ruk rahee hāī.
 aa jillī-mēē ruk rahaa hai.
 aa jillī-mēē ruk rahī hai.
 aa jillī-mēē ruk rahī hāī.
 aa jillī-mēē ruk rahee hāī.

Class

Where was he yesterday?

kal woo kahāā thee.
 thī.
 thaa.
 thī.
 thee.
 thī.
 thī.
 thaa.
 thee.
 thaa.
 thī.
 thī.
 thī.
 thee.

E. Transformation drill: hai forms to thaaInstructor

Do you wash clothes?

kyaa tum kapRee dhootee hoo?
 kyaa tum yahāā rahtee hoo?
 kyaa tum angreezī samajhtee hoo?
 kyaa tum panjaabī boottee hoo?
 kyaa tum hindī likhtee hoo?
 kyaa tum panjaabī bootī hoo?
 kyaa tum angreezī samajhtī hoo.
 kyaa tum yahāā rahtī hoo.
 kyaa tum kapRee dhootī hoo?
 kyaa tum hootal-mēē kaam kartī hoo?
 kyaa tum hindī likhtī hoo?

Class

Did you used to wash clothes?

kyaa tum kapRee dhootee thee?
 yahāā rahtee thee?
 angreezī samajhtee thee?
 panjaabī boottee thee?
 hindī likhtee thee?
 panjaabī bootī thī?
 angreezī samajhtī thī?
 yahāā rahtī thī?
 kapRee dhootī thī?
 hootal-mēē kaam kartī thī?
 hindī likhtī thī?

F. Conversational response drill

Instructor

Class

What was she doing?

She was waiting for the washerman.

woo kyaa kar rahii thīī.
woo kyaa kar rahii thīī.
woo kyaa kar rahaa thaa.
woo kyaa kar rahee thee.
woo kyaa kar rahii thīī.
woo kyaa kar rahaa thaa.
woo kyaa kar rahii thīī.
woo kyaa kar rahee thee.

dhoobii-kaa intizaar kar rahii thīī.
rahii thīī.
rahaa thaa.
rahee thee.
rahii thīī.
rahaa thaa.
rahii thīī.
rahee thee.

G. Substitution-agreement drill

The lady was waiting.

(meem saahab) intizaar kar rahii thīī.

woo
warmaa jii
woo
woo bairaa
woo laRkii
singh saahab
woo
woo juutee-waalaa
woo
kamlaa jii

H. Chain drill

Each question and answer must be based on one of the six conversations.

Instructor: What was the foreigner doing?

1st Student: She was waiting for the washerman. (or) She was calling the roombearer.

Instructor: wideešii kyaa kar rahii thīī.

1st Student: dhoobii-kaa intizaar kar rahii thīī. (or) bairee-koo bulaa rahii thīī.

1st Student: moocii kyaa kar rahaa thaa.

2nd Student: wideešii-see baat kar rahaa thaa. (or) juutee-Think kar rahaa thaa.

1.2 The negative of thaa

In negative statements the nahīī precedes the verb construction:

meeraa eek aur paijaamaa nahīī thaa.

māī tumhaaraa hii intizaar nahīī kar rahii thii.

A. Conversational response drill

Repeat Drill B, 1 with the addition of nahīī.

dhoobii

wideeṣii

This is blue.

The one I had wasn't blue.

yee niilaa hai.

magar woo too niilaa nahīī thaa.

B. Double substitution-agreement drill

Repeat Drill C, 1 with the addition of nahīī.

(eek) aur (paiṭamaa) nahii thaa.

C. Transformation drill: affirmative to negative

Instructor

Class

Kamla used to speak Marathi.

See below

kamlaa jii maraaThii booltii thīī.
 uṣaa jii gujraatii samajhtii thīī.
 woo bairaa swis hooTal-mēē kaam kartaa thaa.
 khaan saahab aliigaRh-mēē rahtee thee.
 woo phal-waalii beer beectii thii.
 woo kapRee-waalaa madraasii saariyāṣ beectaa thaa.
 woo hindii-waalaa urduu likhtaa thaa.
 bahut wideeṣii aṣookaa hooTal-mēē ruktee thee.
 sab wideeṣii blaauzēē kharidtii thīī.
 woo dhoobii kam paisee leetaa thaa.

Class

Kamlaa didn't used to speak Marathi.

kamlaa jii maraaThii nahīī booltii thīī.
 uṣaa jii gujraatii nahīī samajhtii thīī.
 woo bairaa swis hooTal-mēē nahīī kaam kartaa thaa.
 khaan saahab aliigaRh-mēē nahīī rahtee thee.
 woo phal-waalii beer nahīī beectii thii.
 woo kapRee-waalaa madraasii saariyāṣ nahīī beectaa thaa.
 woo hindii-waalaa urduu nahīī likhtaa thaa.
 bahut wideeṣii aṣookaa hooTal-mēē nahīī ruktee thee.
 sab wideeṣii blaauzēē nahīī kharidtii thīī.
 woo dhoobii kam paisee nahīī leetaa thaa.

D. Individual drill

Instructor: Kamla used to speak Marathi.

1st Student: She didn't speak Marathi; she spoke Gujraatii.

Instructor: kamlaa jii maraaThii booltii thīī.

2nd Student: maraaThii nahīī, gujraatii booltii thīī.

Instructor: uṣaa jii gujraatii samajhtii thīī.

2nd Student: gujraatii nahīī, hindii samajhtii thīī.

Instructor: Continue with the sentences in Drill C.

E. Substitution agreement drill

Repeat Drill G, 1.1 with the addition of nahfī.

The lady wasn't waiting.

(meem saahab) intizaar nahfī kar rahii thī.

F. Individual Conversational response drill

Instructor: Were you reading?

1st Student: No, I wasn't reading; I was writing.

Instructor: kyaa aap paRh rahee thee?

1st Student: nahfī, paRh nahfī, likh rahaa thaa.

Instructor: kyaa aap beec rahee thee?

2nd Student: nahfī, beec nahfī, khariid rahii thii.

Instructor: kyaa aap aa rahee thee.

kyaa aap sun rahee thee.

kyaa aap deekh rahee thee.

kyaa aap laa rahee thee.

kyaa aap puuch rahee thee.

kyaa aap bataa rahee thee.

kyaa aap lee rahee thee.

kyaa aap dikhaa rahee thee.

kyaa aap bool rahee thee.

kyaa aap jaa rahee thee.

kyaa aap khariid rahee thee.

kyaa aap likh rahee thee.

G. Individual conversational response drill

Instructor: Were you buying a shirt?

1st Student: No, not a shirt. I was buying a coat.

Instructor: kyaa aap khamiz khariidtee thee?

1st Student: khamiz nahfī, kooT khariidtaa thaa.

Instructor: kyaa aap hindii bool rahee thee?

2nd Student: hindii nahfī, maraaThii bool rahii thii.

Instructor: kyaa aap aSookaa hooTal-mēē ruk rahee thee?

kyaa aap paijaamee gin rahee thee?

kyaa aap zamiin-par baiTh rahee thee?

kyaa aap aanee-jaanee-waalee-see puuch rahee thee?

kyaa aap bairee-koo bulaa rahee thee?

kyaa aap urduu likh rahee thee?

kyaa aap kapRee likh rahee thee?

kyaa aap hindustaan-mēē rah rahee thee?

kyaa aap dhoobii-kii madad kartee thee?

kyaa aap gujraatii sun rahee thee?

2. kaun, kaun-saa 'who, which'

The question word kaun 'who, which' has the singular and plural oblique forms kis and kin (which are identical to those of kyaa). kaun-saa is a marked adjective consisting of kaun and the particle saa(ee, ii); it means 'which particular one (person or object)'. The oblique of kaun-saa is kaun-see. In some areas, however, kaun-saa is not used in postpositional phrases; kis or kin is used instead.

kaun hai.

kaun-saa paijaamaa, meem saahab.

kaun-see paijaamee-par? kis paijaamee-par?

A. Double conversational response drill: kaun

The class responds each time with kaun hai, but the request to come in is andar aa jaaoo or andar aa jaiyee, depending on who the person at the door is.

Instructor: (knocks)

Class: kaun hai. Who is it?

Instructor: dhoobii hai. It's the washerman.

Class: andar aa jaaoo. Come in.

Instructor: (knocks)

Class: kaun hai.

Instructor: māī hūū, Yarmaa.

Class: andar aa jaiyee.

Instructor: Continue with bairaa, moocii, phal-waalaa, miThaaii-waalaa, and kapRee-waalaa mixed with names of people, e.g., warmaa, khaan, etc.

B. Chain drill: kaun

Repeat Drill A as a chain drill.

Instructor: (knocks)

1st Student: kaun hai.

Instructor: dhoobii hai.

1st Student: andar aa jaaoo.

1st Student: (knocks)

2nd Student: kaun hai.

1st Student: māī hūū, kamlaa.

2nd Student: andar aa jaiyee.

C. Chain drill: kis, oblique of kaun

Instructor: bulaaiyee. Call.

1st Student: us-koo bulaaiyee. Call him.

2nd Student: kis-koo. Who?

1st Student: us bairee-koo. That room bearer.

Instructor: baat kiijiye.

2nd Student: un-see baat kiijiye.

3rd Student: kin-see.

2nd Student: un saahab-see.

Instructor: booliyee kahiye

suniyee maaf kiijiye

puuchiye

D. Substitution agreement drill: kis, oblique of kaun

Whose change is this?

yee (TuuTee paisee) kis-kee hāī.

kaagaz pensil
kaalii paint
safeed paijaamaa
naili dhootiyāā
phaTee moozee
haraa koot
niilii saaRii
laal blaauzēē
puraanaa kurtaa
saaf kapRee

E. Conversational response drill: kaun saa

wideeYii

dhoobii

There was another pair of pajamas.

Which pair of pajamas, sir?

EEK aur paijaamaa thaa.
doo aur paijaamee thee.
EEK aur saaRii thii.
doo aur saaRiyāā thīī.
doo aur kurtee thee.
doo aur blaauzēē thīī.
EEK aur moozaa thaa.
EEK aur paint thii.
doo aur paint thīī.
doo aur dhootiyāā thīī.
EEK aur kamiiz thii.
doo aur moozee thee.

kaun saa paijaamaa saahab.
kaun see paijaamee
kaun sii saaRii
kaun sii saaRiyāā
kaun see kurtee
kaun sii blaauzēē
kaun saa moozaa
kaun sii paint
kaun sii paint
kaun sii dhootiyāā
kaun sii kamiiz
kaun see moozee

F. Chain drill: kaun saa. Use two as the number in the plural.

Instructor: pair of pajamas

1st Student: There was another pair of pajamas.

2nd Student: Which pajamas, sir?

Instructor: paijaamaa

wideeYii: eek aur paijaamaa thaa.

dhoobii: kaun saa paijaamaa saahab?

Instructor: saaRiyāā

wideeYii: doo aur saaRiyāā thīī.

dhoobii: kaun sii saaRiyāā meem saahab.

Instructor: Continue with the names of articles of clothing that have been introduced.

G. Conversational response drill: oblique of kaun saawideesiidhooobii

There are spots on this shirt.

On which shirt, sir?

is kamiiz-par dhabbee hāī.
 is kurtee-par dhabbee hāī.
 in kamiiz33-par dhabbee hāī.
 in kurt33-par dhabbee hāī.
 us paint-par dhabbee hāī.
 un blaauz33-par dhabbee hāī.
 us dhootii-par dhabbee hāī.
 un paint33-par dhabbee hāī.
 is kooT-par dhabbee hāī.
 un mooz33-par dhabbee hāī.

kis kamiiz-par saahab.
 kis kurtee-par
 kin kamiiz33-par
 kin kurt33-par
 kis paint-par
 kin blaauz33-par
 kis dhootii-par
 kin paint33-par
 kis kooT-par
 kin mooz33-par

H. Chain drill

Substitute different items and colors.

gaahak: woo kamiiz dikhaaiyee. Show me that shirt.
 dukaandaar: kaun sii kamiiz. Which shirt?
 gaahak: woo safeed kamiiz. That white shirt.

gaahak: yee juutee dikhaaiyee.
 dukaandaar: kaun see juutee.
 gaahak: yee kaalee juutee.

I. Chain drill

Repeat Drill H using oblique forms.

gaahak: us kamiiz koo dikhaaiyee.
 dukaandaar: kis kamiiz-koo.
 gaahak: us safeed kamiiz-koo.

3. Adjectival forms of pronouns

The adjectives formed from pronouns by the addition of -kaa which have been introduced so far are:

aap-kaa yee aap-kii kamiiz hai.
 is-kaa is-kaa daam eek aanaa hai.
 us-kaa us-kaa laRhaa bahut baRaa hai.
 in-kaa in-kaa naam kyaa hai.
 un-kaa un-kee juutee phaTee hāī.

The pronouns māī, tum and ham do not take -kaa, but have special adjectival forms:

meeraa 'my' meeraa eek aur paijaamaa thaa.
 tumhaaraa 'your' tumhaaraa hii intizaar kar rahii thii.
 hamaaraa 'my, our' hamaaree sab kapRee lee aae?

A. Substitution drill

It's your store.

(aap-kii) dukaan hai.
miThaail-waalee-kii
us-kii
saahab-kii
un-kii
meerii
hamaarii
tumhaarii

B. Substitution drill

She was waiting for you.

(tumhaaraa) intizaar kar rahii thii.
hamaaraa
meeraa
aap-kaa
dhoobii-kaa
us-kaa
bairee-kaa

C. Chain drill

Instructor: aap-kaa naam kyaa hai. What's your name?
1st Student: meeraa naam _____ hai. My name is _____.
1st Student: aap-kaa naam kyaa hai.
2nd Student: meeraa naam _____ hai.

D. Conversational response drill

Instructor

Class

Whose shirt is this?

It's my shirt.

yee kamiiz kis-kii hai.
yee juutaa kis-kaa hai.
yee paijaamee kis-kee hāī.
yee dhootiyāā kis-kii hāī.
yee moozee kis-kee hāī.
yee blaaуз kis-kii hai.
yee kurtee kis-kee hāī.
yee pensilēē kis-kii hāī.
yee kaagaz pensil kis-kaa hai.
yee kursii kis-kii hai.
yee paisaa kis-kaa hai.
yee TuuTee paisee kis-kee hāī.
yee dukaan kis-kii hai.

meerii hai.
meeraa hai.
meeree hāī.
meerii hāī.
meeree hāī.
meerii hai.
meeree hāī.
meerii hāī.
meeraa hai.
meerii hai.
meeraa hai.
meeree hāī.
meerii hai.

E. Chain drill

Repeat Drill D as a Chain drill with the instructor giving in random order the names of the items to be substituted.

Instructor: TuuTee paisee change
1st Student: yee TuuTee paisee kis-kee hāī. Whose change is this?
2nd Student: meeree hāī. It's my change.

Instructor: kaagaz
2nd Student: yee kaagaz kis-kaa hai.
3rd Student: meeraa hai.

Instructor: Continue with the items in Drill D.

F. Substitution-agreement drill

Are all our clothes ready?

hamaaree sab (kapRee) taiyaar hāī?

ḡamiizēē	kurtee
moozee	paint
kapRaa	dhootiyāā
saaRiyāā	paijaamee
kooT	blaauzēē

G. Substitution-agreement drill

Repeat Drill F, using thee instead of hāī.

Were all of our clothes ready?

hamaaree sab (kapRee) taiyaar thee?

H. Substitution-agreement drill

Your shoe is torn.

tumhaaraa (juutaa) phaTaa hai.

kurtee	blaauzēē
saaRii	moozaa
dhootiyāā	blaauz
moozee	paijaamee
ḡamiiz	ḡamiizēē
paijaamaa	

I. Conversational response drill

Instructor

The washerman needs help.

dhoobii-koo madad caahiye.
 us-koo madad caahiye.
 kamlaa jii-koo madad caahiye.
 un-koo madad caahiye.
 mujhee madad caahiye.
 hamēē madad caahiye.
 bairee-koo madad caahiye.
 ham loogōō-koo madad caahiye.

Class

Who helps the washerman?

dhoobii-kii madad kaun kartaa hai.
 us-kii
 kamlaa jii-kii
 un-kii
 aap-kii
 hamaarii
 bairee-kii
 hamaarii

J. Conversational response drill

Instructor

Who was she waiting for?

kis-kaa intizaar kar rahii thii.
 kis-see bool rahii thii.
 kis-koo puuch rahii thii.
 kis-kii madad kar rahii thii.
 kis-koo sun rahii thii.
 kis-koo maaf kar rahii thii.
 kis-koo bulaa rahii thii.

Class

For the washerman.

dhoobii-kaa.
 dhoobii-see.
 dhoobii-koo.
 dhoobii-kii.
 dhoobii-koo.
 dhoobii-koo.
 dhoobii-koo.

K. Substitution-agreement drill

Who was she calling?

kis-koo (bulaa) rahii thii.

bool
madad kar
baat kar
maaf kar
intizaar kar
puuch
kah
sun

L. Chain drill

The student makes a kaun question of the statement given by the instructor. The answer must be based on a situation in one of the conversations.

Instructor: The lady was waiting.

1st Student: Who was the lady waiting for?

2nd Student: The washerman.

Instructor: meem saahab intizaar kar rahii thii.

1st Student: meem saahab kis-kaa intizaar kar rahii thii.

2nd Student: dhoobii-kaa.

Instructor: gaahak bool rahaa thaa.

2nd Student: gaahak kis-see bool rahaa thaa.

3rd Student: dukaandaar-see.

Instructor: meem saahab bulaa rahii thii.

moocii puuch rahaa thaa.

moocii-kaa gaahak bataa rahaa thaa.

meem saahab madad kar rahii thii.

gaahak baat kar rahii thii.

aanee-jaanee-waalaa bataa rahaa thaa.

kapRee-waalaa rah rahaa thaa.

bairaa madad kar rahaa thaa.

wideeiii puuch rahii thii.

M. Double substitution-agreement drill

Repeat Drill C, 1 with the addition of meeraa.

I had another pair of pajamas.

meeraa (eek) aur (paijaamaa) thaa.

N. Double substitution-agreement drill

My white pajamas aren't among these.

meeraa (safeed) (paijaamaa) in-mēē nahī hai.

kamiiz

piilii

moozee

niilee

blauzēē
laal
saaRii
harii

3.1 The adjective apnaa 'one's own'

apnaa 'one's own' is used instead of the pronoun adjectives discussed in section 3, if the subject of the sentence and the possessor of the object are the same person. With imperatives, apnaa refers to the person addressed.

apnii saaRii liijiyee.

apnee paisee leenaa.

woo apnii saaRii dhootii hai. She washes her own sari.

A. Substitution-agreement drill

Take your sari.

apnii (saaRii) liijiyee.

kapRaa

blauzēē

juutee

kamiiz

dhootiyāā

moozee

paijaamaa

B. Conversational response drill

Instructor

There's a spot on my shoe.

meeree juutee-par dhabbaa hai.
meeree juutōō-par dhabbee hāī.
meerii dhootii-par dhabbaa hai.
meerii dhootiyōō-par dhabbee hāī.
meeree kooT-par dhabbaa hai.
meerii kamiizōō-par dhabbee hāī.
meeree kapRōō-par dhabbee hāī.
meeree kurtee-par dhabbaa hai.

Class

Then clean your shoe.

too apnee juutee-koo saaf kar liijiyee.
apnee juutōō-koo
apnii dhootii-koo
apnii dhootiyōō-koo
apnee kooT-koo
apnii kamiizōō-koo
apnee kapRōō-koo
apnee kurtee-koo

C. Substitution agreement drill

Do you wash your own clothes?

kyaa aap apnee (kapRee dhootes) hāī?
dhootii Thiik kartee
kitaabōō khariidtee
pensilōō lee aatee
kitaabōō beectee
kurtee dhulaatee
kaam kartee

D. Double substitution-agreement drill

Double underlining will be used when there are two different sets of agreement.

Does Sita wash her own saris?

kyaa (sitaa jii) apni (saaRiyāā) dhootii hāī.

singh jii

paijaamaa

aap-kaa bairaa

moozee

aap-kii laRkii

blaaaz

sab loog

kapRee

E. Chain drill

Instructor: dhoonaa

wash

1st Student: aap kyaa dhoo rahee(ii) hāī.

What are you washing?

2nd Student: apniī kāmīz.

My shirt.

Instructor: saaf karnaa

2nd Student: aap kyaa saaf kar rahii hāī.

3rd Student: apnaa koot.

Instructor: Continue with the verbs in Drill C, repeating those that have the largest number of possible objects.

4. kaam, jaldii, samay, plus hai

mujhee jaldii hai.

dhobii-koo bahut kaam hai.

hamēē bahut kaam thaa.

The above indirect verb constructions are grammatically parallel to mujhee pasand hai or mujhee maaluum hai. The difference is that kaam and jaldii are subjects and agree with the verb, while pasand and maaluum are not subjects but part of the verb phrase. (See drills in IC 8.) The literal English translation would be "To me there is hurry," "To me there is much work." When the noun before hai is an abstract noun, indirect verb constructions often correspond to the English "I have."

mujhee samay hai. I have time.

A. Substitution drill

The washerman has a lot of work today.

aaj (dhobii)-koo bahut kaam hai.

saahab

bairae

moozii

phal-waalee

Maarmaa jii

singh saahab

B. Substitution drill

Today the foreigner is somewhat in a hurry.

aaj wideeYii-koo (thooRii jaldii) hai.

thooRaa kaam

thooRaa samay

C. Substitution-agreement drill

Yesterday, the bearer had only a little time.

kal bairee-koo thooRaa (samay) thaa.
jaldii
kaam

D. Double substitution-agreement drill

Yesterday the foreigner was in a big hurry.

kāl (wīdeesii)-koo bahut (jaldii) thii.
bairee
dhoobii
us

samay

kaam
•

E. Additive drill

Instructor

Would you please help?

aap madad kiijiye.
aap likhiye.
aap giniye.
aap laaiye.
aap deekhiye.
aap khaaiye.
aap dikhaaiye.
aap baat kiijiye.
aap intizaar kiijiye.

Class

Would you please help? I'm busy.

aap madad kiijiye. mujhee kaam hai.
likhiye.
giniye.
laaiye.
deekhiye.
khaaiye.
dikhaaiye.
baat kiijiye.
intizaar kiijiye.

F. Additive-transformation drill: polite to neutral request

Repeat Drill E, adding mujhee jaldii hai. and changing the polite requests to neutral requests.

Instructor

Would you please help?

aap madad kijiye.

Class

You help. I'm in a hurry.

tum madad karnaa. mujhee jaldii hai.

G. Additive-transformation drill: polite to familiar request

Repeat Drill E, adding mujhee samay nahī hai. and changing the polite requests to familiar requests.

Instructor

Would you please help?

aap madad kiijiye.

Class

You help. I don't have any time.

tum madad karoo. mujhee samay nahĩ hai.

5. The infinitive plus hai

Indirect verb constructions in which the infinitive precedes hai have a meaning range in English from 'would like it' to 'have to.' In these constructions the infinitive serves as an adjective and agrees with the grammatical subject. When there is no grammatical subject the infinitive is in the masculine singular:

mujhee kuch kapRee dhulaanee hāī.
 parsōō saweeree hamēē ghar pahūcnaa hai.
 aaj jaanaa hai.

A. Substitution drill

We have to go home tomorrow.

kal hamēē (ghar) jaanaa hai.
 hooTal
 Šahar
 dillii
 dukaan
 baazaar
 amriikaa

B. Substitution drill

We have to go to the city day after tomorrow.

parsōō (hamēē) Šahar jaanaa hai.
 mujhee
 aap-koo
 tum-koo
 bairee-koo
 us-koo
 wideeŠii saahab-koo
 un-koo

C. Substitution drill

Repeat Drill A substituting aanaa thaa for jaanaa hai.

We had to come home yesterday.

kal hamēē (ghar) aanaa thaa.

D. Substitution drill

Repeat Drill B substituting pahūcnaa thaa for jaanaa hai.

We had to arrive in the city day before yesterday.

parsōō (hamēē) Šahar pahūcnaa thaa.

E. Conversational response

Instructor

Do you have to leave today?

kyaa aap loogōō-koo aaj jaanaa hai.
 kyaa aap loogōō-koo aaj khariidnaa hai.
 kyaa aap loogōō-koo aaj yahāā rahnaa hai?
 kyaa aap loogōō-koo aaj sab beecnaa hai.
 kyaa aap loogōō-koo aaj kuch likhnaa hai.
 kyaa aap loogōō-koo aaj bahut boolnaa hai.

Class

We have to leave today.

jii hāā, aaj jaanaa hai.
 khariidnaa hai.
 rahnaa hai.
 beecnaa hai.
 likhnaa hai.
 boolnaa hai.

F. Substitution drill

I have some clothes to be washed.

mujhee kuch kapRee (dhulaanee) hāī.
 Thiik karnee
 ginee
 likhnee
 deekhnee
 laanee

G. Substitution-agreement drill: plural

I have some clothes to be washed.

mujhee kuch (kapRee) dhulaanee hāī.
 kamiizēē
 moozee
 paijaamee
 baniyaainēē
 saaRiyāā

H. Substitution-agreement drill: singular

She has a sari to be washed.

us-koo (saaRii) dhulaanii hai.
 kapRaa
 kamiiz
 paijaamaa
 moozee
 baniyaain
 paint

I. Substitution-agreement drill: singular, plural

Do you want to have these clothes washed?

kyaa aap-koo yee (kapRee) dhulaanee hāī?
 saaRiyāā
 saaRii
 kapRaa
 kamiiz
 paijaamee
 kamiizēē
 paijaamaa
 moozee
 baniyaain
 baniyaainēē
 moozaa

J. Substitution-agreement drill: singular, plural

Repeat Drill I in the past.

Did you want to have these clothes washed?

kyaa aap-koo yee (kapRee) dhulaanee thee?

K. Double substitution-agreement drill

I have some pajamas to be washed.

mujhee (kuch paijaamee) (dhulaanee) hāī.
 kamiizēē
 giniī
 kuch santree
 beecnee

miThaa <i>i</i>	
papii <i>ta</i>	khaani <i>i</i>
kuch kitaab <i>ṭṭ</i>	ḵhariidna <i>a</i>
urduu	paRhni <i>i</i>
	likhni <i>i</i>

L. Double substitution-agreement drill

Repeat Drill K substituting thaa for hai.

I had some pajamas to be washed.

mujhee kuch (paijaamee) (dhulaanee) thee.

M. Individual conversational response drill

Instructor: Do you have any work to do today?

1st Student: Yes, I have a lot of work.

Instructor: Do you have anything to buy today?

2nd Student: Yes, I have to buy a shirt.

Instructor: kyaa aap-koo aaj kaam hai?

1st Student: jii hāā, bahut kaam hai.

Instructor: kyaa aap-koo aaj kuch ḵhariidnaa hai.

2nd Student: jii hāā, eek ḵamiiz ḵhariidni*i* hai.

Instructor: kyaa aap-koo aaj jaanaa hai?

kyaa aap-koo aaj samay hai?

kyaa aap-koo aaj kuch Thiik karnaa hai?

kyaa aap-koo aaj kuch dhuulaanaa hai?

kyaa aap-koo aaj jaldii hai?

kyaa aap-koo aaj kuch beecnaa hai?

kyaa aap-koo aaj kuch paRhnaa hai?

kyaa aap-koo aaj kuch dhoonaa hai?

kyaa aap-koo aaj kuch karnaa hai?

N. Individual conversational response drill

Repeat Drill M with the student giving a negative answer.

Instructor: Do you have any work to do today?

1st Student: Not today, but yesterday I had a lot of work.

Instructor: Do you have anything to buy today.

2nd Student: Not today, but yesterday I was supposed to buy a shirt.

Instructor: kyaa aap-koo aaj kaam hai?

1st Student: aaj nahī, kal bahut kaam thaa.

Instructor: kyaa aap-koo aaj kuch ḵhariidnaa hai?

2nd Student: aaj nahī, kal ḵamiiz ḵhariidni*i* thii.

Instructor: Continue with the questions in Drill M.

6. Clock-time expressions

bajee, the equivalent of English 'o'clock,' is the oblique of a-marked masculine noun. We find the direct case form in

EEK bajaa hai. It's one o'clock. (One is struck.)

In contrast with this, the oblique EEK bajee 'at one o'clock' is an adverbial phrase.

A. Substitution drill

You'll get it after 4:00.

(caar) bajee-kee baad mileegaa.
sawaa caar
saaRhee caar
paunee pāāc
pāāc

B. Substitution drill

I have to go at 1:00.

(EEK) bajee jaanaa hai.
sawaa eek
DeeRh
paunee doo
doo
sawaa doo
Dhaaii
paunee tiin

C. Chain drill

The first student gives any time as an answer; the second student gives the time that is 15 minutes later than that given by the first student.

Instructor: What time will I get it?
1st Student: At 2:30.
2nd Student: No, at 2:45.

Instructor: mujhee kitnee bajee mileegaa.
1st Student: Dhaaii bajee.
2nd Student: nahīī, paunee tiin bajee.

2nd Student: mujhee kitnee bajee mileegaa.
3rd Student: caar bajee.
4th Student: nahīī, sawaa caar bajee.

D. Substitution drill

It's 12:00.

(baarah) bajee hāī.
sawaa baarah
saaRhee baarah
paunee eek
eek
sawaa
DeeRh
paunee doo

E. Chain drill

The second student gives the time 15 minutes before that given by the first student.

Instructor: kyaa samay hai. What time is it?
1st Student: eek bajaa hai. It's one o'clock.
2nd Student: nahīī, paunee eek hai. No, it's a quarter to one.

2nd Student: kyaa samay hai.
3rd Student: saaRhee pāāc bajee hāī.
4th Student: nahīī, sawaa pāāc bajee hāī.

F. Chain drill

The hour given must agree with the time of day given.

bairaa:	kab hooTal-see jaa rahee hāī.	When are you leaving here?
wideešii:	aaj doo pahar-koo.	This afternoon.
bairaa:	kitnee bajee.	What time?
wideešii:	tiin bajee.	3:00.

bairaa:	kab dillii-see jaa rahii hāī.
wideešii:	kal saweeree.
bairaa:	kitnee bajee.
wideešii:	paunee das bajee.

7. Alternates of is-koo, us-koo; in-koo, un-koo

is-koo and us-koo have the informal alternates isee and usee parallel to mujh-koo, mujhee. in-koo and un-koo have the informal alternates inhēē and unhēē parallel to tum-koo, tumhēē.

isee bilkul saaf kar dēēgee.
aap unhēē likh liijiye.

A. Conversational response drill: isee, usee

wideešii

dhoobii

There's a spot on this shirt.

We'll clean it completely.

is kamiiz-par dhabbaa hai.
us kamiiz-par dhabbaa hai.
is saaRii-par dhabbaa hai.
us blaauz-par dhabbaa hai.
us paijaamee-par dhabbaa hai.
is kurtee-par dhabbaa hai.

isee bilkul saaf kar dēēgee.
usee
isee
usee
usee
isee

B. Transformation drill: formal to informal

Instructor

Class

We'll clean it completely.

We'll clean it completely.

is-koo bilkul saaf kar dēēgee.
aaj us-koo bahut kaam hai.
aap us-koo likh liijiye.
mathuraa is-koo bahut pasand hai.
is-koo jaldii hai.
us-koo kyaa karnaa hai.
us-koo yahāā-see jaanaa hai.

isee bilkul saaf kar dēēgee.
aaj usee bahut kaam hai.
aap usee likh liijiye.
mathuraa isee bahut pasand hai.
isee jaldii hai.
usee kyaa karnaa hai.
usee yahāā-see jaanaa hai.

C. Transformation drill: usee, us-seeInstructorClass

She's looking at that boy.

She's looking at him.

us laRkee-koo deekh rahii hai.
 us laRkee-see kah rahii hai.
 us laRkee-koo sun rahii hai.
 us laRkee-see puuch rahii hai.
 us laRkee-koo bulaa rahii hai.
 us laRkee-see baat kar rahii hai.
 is laRkee-see puuch rahii hai.
 is laRkee-see kah rahii hai.
 is laRkee-koo sun rahii hai.
 is laRkee-koo bulaa rahii hai.
 is laRkee-see bool rahii hai.

usee deekh rahii hai.
 us-see kah
 usee sun
 us-see puuch
 usee bulaa
 us-see baat kar
 is-see puuch
 is-see kah
 isee sun
 isee bulaa
 is-see bool

D. Conversational response drill: inhēē, unhēēwideeYiidhoobii

On these shirts.

We'll clean them completely.

in kamiizōō-par.
 un kamiizōō-par.
 in saaRiyōō-par.
 un blaauzōō-par.
 un paijaamōō-par.
 in kurtōō-par.

inhēē bilkul saaf kar dēēgee.
 unhēē
 inhēē
 unhēē
 unhēē
 unhēē
 inhēē

E. Transformation drill: formal to informal

InstructorClass

We'll clean them completely.

We'll clean them completely.

in-koo bilkul saaf kar dēēgee.
 aaj un-koo bahut kaam hai.
 mathuraa in-koo bahut pasand hai.
 in-koo jaldii hai.
 un-koo kyaa karnaa hai.
 un-koo yahāā-see jaanaa hai.

inhēē bilkul saaf kar dēēgee.
 aaj unhēē bahut kaam hai.
 mathuraa inhēē bahut pasand hai.
 inhēē jaldii hai.
 unhēē kyaa karnaa hai.
 un-hēē yahāā-see jaanaa hai.

Rapid Response

Group 1

swis hooTal kahāṛ hai.
meem saahab kis-koo bulaatii hai.
dhoobii kapRee kitnee bajee laataa hai.
kyaa bairaa kapRee laataa hai?
dhoobii kyaa dikhaataa hai.
kyaa sab kapRee taiyaar hāī?
paijaamee kitnee hāī.
kyaa kamiiz-par kaalee dhabbee hāī?
kitnii dhulaaii huii.
kyaa dhoobii-kee paas TuuTee paisee hāī?
kyaa meem saahab-ke paas das rupae-kaa nooT hai?

Group 2

kyaa dhoobii kapRee beectaa hai?
meem saahab dhoobii-see kyaa kahtii hāī.
kyaa meem saahab bairee-kaa intizaar kar rahii thīī?
moozee kitnee hāī.
kyaa wideeṣii-kee sab paijaamee thee?
kaun-saa paijaamaa kapRō-mēē nahīī hai.
kamiiz-par kaisee dhabbee hāī.
kyaa us paijaamee-par laal dhabbee hāī?
kitnii dhulaaii huii.
kyaa dhoobii-kee paas TuuTee paisee hāī?

Group 3

hooTal-kaa naam kyaa hai.
kitnee bajee hāī.
kyaa meem saahab madraasii hāī?
dhoobii kyaa laataa hai.
meem saahab kis-kaa intizaar kar rahii thīī.
kamiizēē kitnii hāī.
kyaa safeed paijaamaa un kapRee-mēē hai?
kyaa painT-par dhabbee hāī?
meem saahab-kaa paijaamaa kis-kee paas hai.
kyaa dhulaaii doo paisee huii?
das rupae-kaa nooT kis-kee paas hai.

Review Conversations

baazaar-mēē

1. A: 'maaf kiijiyee, kyaa aap-kee paas TuuTee paissee hāī?
B: aap-koo kitnee caahiyēē.
A: das rupae-kee
B: das-kee too nahīī, meeree paas sirf pāāc hii-kee hāī.
Substitutions: other numbers
2. A: is-ḡamiiz-kaa kyaa daam hai.
B: caar rupae pacciis naee paissee.
A: yee too zyaadaa hai, deekhiyee, is-par dhabbee hāī.
B: acchaa, aap-kee liyee sirf tiin rupae pacciis paissee.
Substitutions: other articles of clothing; other prices

hooTal-mēē

3. A: saahab.
B: kaun hai.
A: bairaa hai saahab, aap-kee kapRee taiyaar hāī.
B: acchaa, andar aaoo. meeree juutee kahāā hāī.
A: woo too moocii-kee paas hāī.
B: acchaa, Thiik hai.
Substitutions: other articles of clothing.
4. A: ai bairaa, andar aaoo.
B: abhii aataa hūū.
A: jaldii aaoo, mujhee jaldii hai.
B: abhii aa rahaa hūū. aap-koo kyaa caahiyee.
A: mujhee moocii caahiyee.
B: acchaa, abhii moocii-koo bulaataa hūū.
Substitutions: dhoobii
5. A: ai bairaa, meeraa eek aur juutaa thaa, woo kahāā hai. in-mēē nahīī hai.
B: acchaa saahab, moocii-see puuchtaa hūū. moocii-kee paas hai.
Substitutions: dhoobii, moocii; ḡamiiz, kurtaa, paint

6. A: (meem) saahab.

B: andar aaoo. hamaaree sab kapRee taiyaar hāī?

A: nahīī, aap-kaa piilaa kurtaa taiyaar nahīī.

B: acchaa, us-kurtee-koo saaf karnaa. mujhee bahut jaldii hai.

A: acchaa saahab, Yaam-koo chah bajee mileegaa.

Substitutions: bairaa; different articles of clothing; different times of day.

Unit II Part D
Situational Response

moocii-see baat ciit

moocii:

aap-kaa juutaa kidhar-see phaTaa hai.
kyaa yee juutaa bhii phaTaa hai?
kyaa juutaa andar-see bhii phaTaa hai?
kyaa aap wideeṣii hāī, saahab?
aap kahāā-kee hāī.
kyaa aap-koo hindii aatii hai?
kyaa juutee-par paaliṣ bhii karnii hai?
kyaa doonṣṣ juutṣṣ-par paaliṣ karnii hai?
kyaa aap-koo juutee kal-tak caahiyēē?
aap-kee paas kitnee TuuTee paisee hāī?

moocii-kaa gaahak:

bhaasii saahab, kyaa yee puraanaa baazaar hai?
suniyee, moocii kidhar baiThtee hāī.
sunoo, kyaa tum juutee-kii marammat kartee hoo?
kyaa tum juutṣṣ-par paaliṣ bhii kartee hoo?
kyaa tum nainiitaal-kee hoo?
yee juutee-par kaisaa dhabbaa hai.
kyaa juutaa andar-see Thiik hai?
kitnaa paisaa huua.
kyaa paisee Thiik nahīī?

bairee-koo bulaanaa

bairaa:

saahab, aap-koo kyaa caahiye.
kyaa aap amriikan hāī?
aap amriikaa-mēē kahāā rahtee hāī.
kyaa aap-kee ṣahar-mēē baRee hooTal hāī?
aap-koo kitnee kapRee dhulaanee hāī.
kyaa aap-koo kapRee bahut jaldii caahiyēē?
aap-koo kapRee kab-tak caahiyēē.
aap hooTal-see kab jaa rahēē hāī.
aap kahāā jaa rahee hāī.

amriikan:

kyaa yee hooTal baRaa hooTal hai?
kyaa hooTal-kee paas phal-kii dukaanẽẽ hãĩ?
kyaa hooTal-mẽẽ miThaaii bhii miltii hai?
bairaa, tum kyaa kar rahee hoo.
kyaa hooTal-mẽẽ dhoobii hãĩ?
kyaa dhoobii doo pahar-tak kapRee laa rahaa hai?
kamiizẽẽ kitnii hãĩ.
kyaa meeree sab paijaamee in kapRõõ-mẽẽ hãĩ?
sab kitnee kapRee hãĩ.

dhoobii-kaa kapRee laanaa

dhoobii:

meem saahab, kyaa aap meeraa intizaar kar rahii thĩĩ?
kyaa amriikaa-mẽẽ dhoobii kapRee dhootee hãĩ?
aap-koo kal kahãã jaanaa hai?
aap-koo kapRee kab caahiyẽẽ.
kyaa aap-koo kal-tak kapRee zaruur caahiyẽẽ?
meem saahab, aap-kee yee sab kapRee too Thiih hãĩ?
aap-koo kitnee TuuTee paisee caahiyẽẽ.
kyaa aap-koo abhii baahar jaanaa hai?
aap-koo kahãã jaanaa hai.
kyaa aap-koo bahut jaldii hai?

amriikan:

dhoobii, tum kal kahãã thee.
kyaa tum is hooTal-kee dhoobii hoo?
tum kapRee kahãã dhootee hoo.
kyaa tum raat-koo bhii kapRee dhootee hoo?
kyaa meeree sab kapRee taiyaar hãĩ?
is niilee paijaamee-par kyaa hai.
kyaa meerii laal blaauz in kapRõõ-mẽẽ hai?
kyõõ bhaaii, sab kitnii dhulaaii huii?
kyaa tum-koo paisee abhii caahiyẽẽ?
tumhaaree-paas kitnee TuuTee paisee hãĩ.

Review Conversations

hooTal-mēē

1. A: bairaa, zaraa sunnaa.
B: hāā saahab, bataaiyee.
A: moocii caahiye, meeraa juutaa phaTaa hai.
B: acchaa saahab, abhii moocii-koo bulaataa hūū.
A: jaldii karnaa, mujhee jaanaa hai.
2. A: meeree kapRee kahāā hāī.
B: udhar hāī, meez-kee uupar.
A: kyaa sab hāī?
B: jii nahīī, eek kāmīz nahīī hai.
A: jaldii laanaa, mujhee bahut kam samay hai. Yaam-tak caahiye.

baazaar-mēē

3. A: sunoo moocii, is juutee-par dhabbee hāī.
B: kahāā saahab.
A: deekhoo, idhar, baaēē taraf.
B: acchaa, isee Thiik kar dēēgee.
4. A: bhaaii saahab, hooTal kidhar hāī.
B: aap-koo kaisaa hooTal caahiye.
A: acchaa hooTal caahiye aur sastaa bhii.
B: udhar bahut hooTal hāī, aglii saRak-par.
A: acchaa, namastee.
5. A: sunoo, kyaa santree hāī.
B: jii hāā, kitnee caahiye.
A: pāāc, aur woo kyaa hai.
B: yee papiitaa hai.
A: acchaa, eek papiitaa bhii deenaa.
6. A: rasgullee kahāā miltee hāī.
B: aglii saRak-par, siidhee jaaiye.
A: kyaa wahāā aur miThaaiyāā bhii miltii hāī?
B: jii hāā, woo miThaaii-kii puraani dukaan hai.